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VOLUME V

1935



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THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

Established by The Graduate Library School of the University of Chicago with the Co-operation of The American Library Association, The Bibliographical Society of America, and The American Library Institute.

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Volume V

JANUARY 1935

Number 1

COMMUNITY STUDIES IN READING

II. HINSDALE, A SUBURB OF CHICAGO

I

ABOUT eight years ago Charles H. Compton of the St. Louis Public Library published the results of an investigation he conducted among the patrons of the library to ascertain "Who reads Wm. James?"¹ Too limited in scope to be of great significance in the direction of predicting or defining the reading of sex, occupational, or other groups (and, indeed, never undertaken for that purpose), the study and similar studies subsequently undertaken by Compton were valuable in that they showed the use to which circulation data might be put in identifying specific borrowers of specific books. Compton, of course, was not the first to make such use of the data, for Dr. Walter Hofmann of Leipzig had organized the whole registration and circulation routine in his library precisely to the end of learning how readers differed in their selection of books. But Compton's work was probably the earliest in this country of which a published record exists.

Other studies have since been directed at the same, or aspects of the same, problem. In 1931-32, Miss Josephine Rathbone of the Enoch Pratt Library School directed her students in an in-

¹ C. H. Compton, "Who reads Wm. James?" *South Atlantic quarterly*, XXV (October, 1926), 403-9.

vestigation of the numerical and occupational distribution of borrowers of the works of certain selected authors. This study, although more comprehensive in scope than the studies by Compton, was, like Compton's, selective rather than thorough; furthermore, certain technical defects in method render the findings of but transitory importance. But as a pedagogical device, which, after all, was its main function, the investigation was of considerable value; beyond this Miss Rathbone was the first to disclaim any significance in the findings.

At approximately the same time that Miss Rathbone's investigation was initiated, the Racine, Wisconsin, Public Library selected a single day for a thorough examination of the library's activities in serving its public.² Among other facts recorded was the occupation of each borrower, presumably determined from the registration record. This study is admirably thorough; yet owing to the limited period covered, one day, the evidence is difficult to interpret, and certainly permits but few valid generalizations.

What is probably the most thoroughgoing attempt to identify the borrowers of specific types of library reading was undertaken by Waples and Tyler in their investigation of five New York library branches. This study is still in progress, a preliminary report only having so far appeared in print.³ Basic data used in their investigation consist of registration records and used-up book cards, and they have developed techniques which furnish a reliable indication of the relative popularity of various types of literature with different population groups.

The use of full book cards as evidence of library use introduces the question whether such data furnish a reliable index of *present* library activity. Waples recognizes this problem when he says, "Whereas recent books are most widely read, *at least* two years are required to fill up a book card on fourteen-day loans." Thus the evidence from used-up cards covers a two-year period;

² M. Louise Hunt and M. A. Newberry, "A Day's work of the Racine, Wisconsin, Public Library. A survey made by the Staff Association," *Library journal*, LIX, 106-110.

³ Douglas Waples, "Community studies in reading. I. Reading in the Lower East Side," *Library quarterly*, III (January, 1933), 1-20.

whether or not it is applicable today depends upon the consistency with which specific population groups read specific types of literature. Certainly it has no applicability to the reading of books by specific authors at the present time.

In an effort to avoid the difficulty raised in the New York study, the investigation here reported was undertaken. Furthermore, it was felt that a somewhat simpler technique than that used by Waples and Tyler would have to be found if the problems of library use were to be widely studied by librarians. Finally, the possibilities of comparison between two widely different communities were sufficiently interesting in themselves to justify the present undertaking.

II

The town of Hinsdale, Illinois, with a population of 6,923, is located about eighteen miles west of Chicago. It has a library of 12,500 volumes. The library staff, though small, is trained and experienced; the book collection is well chosen and in excellent condition; the financial support is adequate, and has not been seriously reduced during recent years. The income for the library during 1933 was \$7,636.13. In a word, the library is undoubtedly superior to typical small-town libraries in all important respects.

The excellence of the library, plus the intelligence of the staff and its willingness to co-operate, were responsible for the selection of Hinsdale for the proposed study. The questions to which answers were sought were similar to those asked by the investigators noted above. We proposed to determine, first, who, in terms of sex, age, and occupational groups, borrowed the books from the library's adult collection; and second, what type of material was borrowed by each major group. The value of knowing such facts has been well expressed by Waples in the article cited; at this point one need only observe that very largely in terms of such facts may the social importance of the public library be determined.

The method of collecting the necessary data was quite simple, although it required the full-time services of a special assistant.

The author, title, and class number (if non-fiction) of every book borrowed from the adult collection, together with the borrower's registration number, were copied on a card, a separate card being used for each book. The borrower was next identified through the registration file, and his name, age, and occupation were added to the card. Where age and occupation were not given, the assistant, a lifelong resident of the town, supplied the information from his own knowledge. This procedure was followed daily for four weeks, from January 15 to February 10, 1934. The cards so prepared constitute the evidence of the total

TABLE I
TOTAL ADULT CIRCULATION FOR FOUR WEEKS BY SEX
(Omitting Periodicals and Miscellaneous)

Week	Men	Women	Total
First.....	327	699	1,026
Second.....	309	756	1,065
Third.....	352	685	1,037
Fourth.....	303	747	1,050
Total.....	1,291	2,887	4,178
Average.....	322.75	721.75	1,044.5

adult circulation. The circulation for the period studied is indicated in Table I.

There are at least two points in Table I sufficiently noteworthy to justify additional comment. The first is the remarkable consistency in gross circulation from week to week. The greatest deviation from the average is 21.5 books, or 2 per cent. This deviation is so insignificant that it is probably safe to say that, during the period of which January and February are typical, the figures for any one week are truly representative.

But is it possible to go farther; may we say that the figures for any one *day* are representative? The answer is negative; the variations in daily circulation were so great that in one case the deviation from the mean was 91 per cent.

The consistency from week to week in the total adult circulation is again apparent when circulation by sex groups is isolated.

For the men the greatest deviation is 9 per cent, for the women only 5 per cent. Since smaller numbers are involved in these computations, the deviations are proportionately greater than for the gross circulation; however, they are small enough for a fairly accurate presentation of library service to sex groups.

The second point worth noting is the feminine preponderance in the circulation figures. More than two-thirds (69 per cent) of the books circulated were distributed to women.

A graphic presentation of the daily variation in circulation is given in Figure 1. Although the circulation of any one day is somewhat similar to the circulation of the corresponding day in subsequent weeks, the variations from day to day are quite pronounced. Even for the same day of the week there are likely to be wide differences in circulation. Compare in this connection the Thursday circulation for the third and fourth, and the Saturday circulation for the first and fourth weeks. It is interesting to note, also, that a comparatively low circulation for Thursday and Friday of the last week is followed by the highest Saturday circulation of the entire period. But the peaks and valleys of the week's circulation curve are canceled out when the figures for the entire week are considered as a whole. Incidentally, the peaks for Monday, Thursday, and Saturday are probably explained by the fact that the library is open until nine o'clock on these days and only until six o'clock on the others.

Since there is no external evidence of the presence of more women than men in Hinsdale, the signs point to considerably more reading by the women. Are the signs trustworthy? Inasmuch as our evidence is all in terms of loans, not of actual reading, it is possible to conclude:

1. That women borrow books for their husbands or other male members of the family;
2. That the men depend upon sources other than the library for their reading matter; *or*
3. That women actually do read more than men.

This indication of greater feminine use is borne out in the registration figures for the library as a whole. The sample of one thousand registration cards showed 685 women and only 315

TOTAL ADULT CIRCULATION BY DAYS :FOUR WEEKS

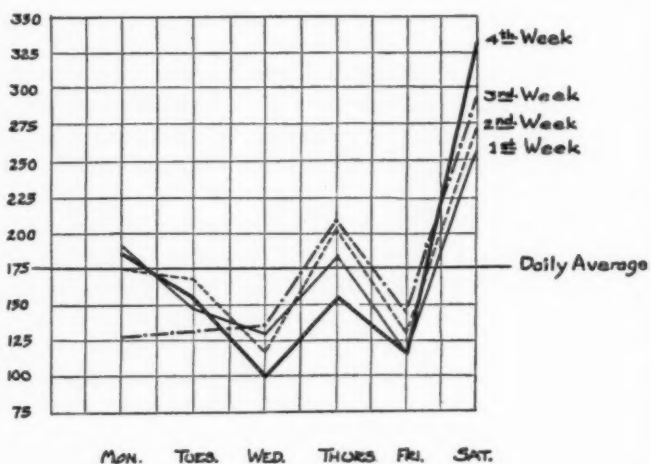


FIG. 1

men, a ratio of more than two to one. These facts suggested the possibility of a wide discrepancy in the male and female population of Hinsdale, but the 1930 United States census invalidates this assumption. Of the total population the sex distribution is: male 3,212, female 3,711. But for present purposes a more accurate description of the population is contained in the figures for persons fifteen years of age and over. These figures are: male 2,366, female 2,840. Although the adult women outnumber the men by 474, this difference is not sufficient to account for the great discrepancy in circulation to the two sexes.

The division of borrowers according to sex constituted a first step in analyzing library use. But further steps were readily indicated by the nature of the data, and thus the next procedure consisted of an analysis of circulation by occupational groups.

Who uses the public library? The American public library has long prided itself upon its essential democracy, its open-door attitude to all social and economic classes or groups without special favor. The extent to which various elements in the population avail themselves of library service depends essentially upon two things: their own inclination to use the library, and the library's ability to satisfy the demands for the reading matter desired. The books withdrawn during the period of investigation were distributed to the occupational groups as indicated in Table II.

It is at once clearly apparent that students and housewives account for the bulk of the adult circulation. These two groups alone borrowed about 68 per cent of the adult books circulated. But Table II, to be properly interpreted, must be studied together with Table III, which indicates the relation between adult circulation and population distribution. From the latter it is plain that the housewives as a group occupy a dominant position, since they constitute 31.4 per cent of the community population. As a group they would naturally be expected to form a large part of the library patronage.

As for the students, they are characteristically at the stage when reading occupies probably a more important place in their lives than it will at any other time. External incentives are

plentifully available and competition for students' time is probably less intense than it will be during subsequent years.

TABLE II
ADULT CIRCULATION BY OCCUPATIONAL GROUPS*

	Men	Women	Both	Percentage
Agriculture, fishing, forestry.....	20	4	24	0.6
Manufacturing and mechanical industries.....	156	27	183	4.4
Transportation and communication.....	16	13	29	0.7
Trade.....	212	5	217	5.2
Public service.....	7	0	7	0.2
Professional service.....	237	244	481	11.5
Clerical occupations.....	53	61	114	2.7
Domestic and personal service.....	14	95	109	2.6
Students.....	541	752	1,293	30.9
Housewives.....		1,543	1,543	36.9
Miscellaneous and not given.....	35	143	178	4.3
Total.....	1,291	2,887	4,178	100.0

* Classification adopted by United States Census.

TABLE III
COMPARISON OF ADULT REGISTRATION AND DISTRIBUTION
OF POPULATION*

	Percentage of Registration	Percentage of Adult Population
Housewives.....	37.8	31.4
Students.....	24.9	13.5
Agriculture, fishing, and forestry.....	1.0	2.1
Manufacturing and mechanical industries.....	3.1	14.0
Transportation and communication.....	1.4	6.4
Trade.....	6.6	12.4
Public service.....	0.1	1.0
Professional service.....	14.0	8.8
Domestic and personal service.....	3.4	9.1
Clerical occupations.....	3.6	1.2
Unknown.....	4.1	0.1
	100.0	100.0

* The population figures on this table are approximations at best. They are based on a special report supplied by the Census Bureau, but no data covering the classifications "housewives," "students," and "clerical workers" were available. The figures here given for these classes are derivative. Although they are probably slightly inaccurate, they do indicate the general tendency.

But the housewives actually use the library considerably more than might normally be expected, if expectation be based on population distribution. Whereas the housewives make up 31.4 per cent of the adult population, they account for 37.8 per cent of the registration, and for 36.9 per cent of the circulation during the four-week period. As with the students, so with the housewives the factor of available time is undoubtedly important.

It might well be, too, that the very competitors for their time (motion pictures, women's clubs, social responsibilities, to mention but three) act as incentives to reading. Such incentives, if at all present in the lives of their husbands, are certainly not nearly so intense. Whether or not these interpretations are accepted, one cannot doubt the fact of greater library use on the part of students and housewives.

The comparison of occupational distribution in the community with occupational distribution of the library's users is an important one, and deserves close attention. It is possible to base this comparison on the actual users of the library during the period of investigation, but a better basis is the adult registration, even though it is well known that library registration and library use often show a wide discrepancy. However, since the use during the one month of the study by groups other than students and housewives was so small, it was feared that some injustice might result. If Table III errs, it is on the side of conservatism; that is to say, groups are credited with using the library more frequently than they actually do, and the discrepancy between occupational distribution and library use is actually much greater than it appears to be. Figure 2 shows graphically the discrepancies between registration and population distribution.

It is at once apparent from Table III that the housewives and students are represented in the library population to a much greater extent than they are in the general population. Reasons for this have already been suggested. The only other identified group which shows this tendency is that containing the professional element of the community. The female section of this

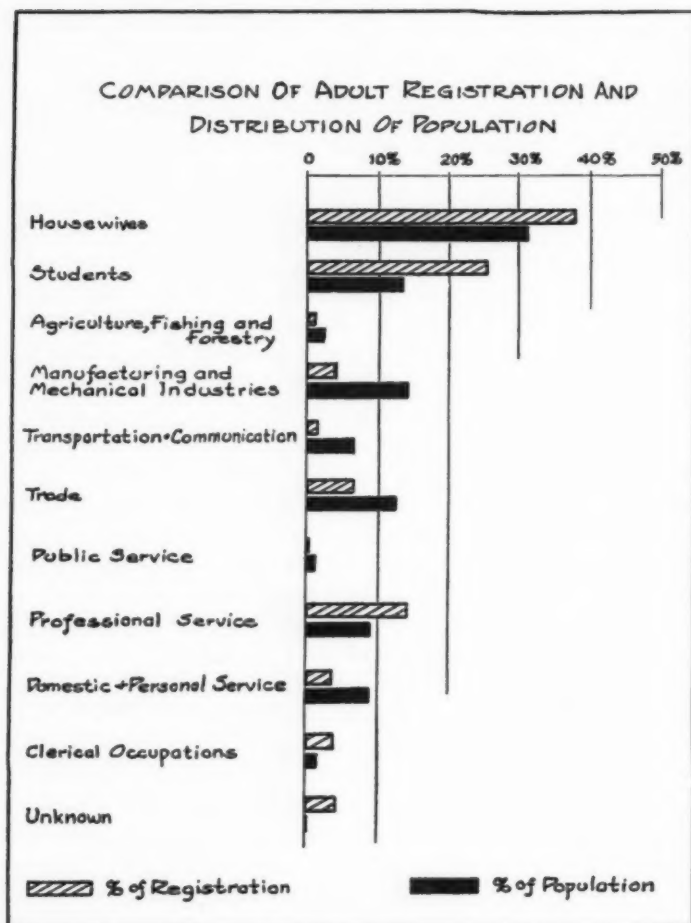


FIG. 2

group is overwhelmingly composed of teachers and nurses; the male section shows no preponderance of any one element with the possible exception of lawyers. The reasons for the small representation in the registration of the other major categories are beyond the scope of the present investigation, although the philosophical question of the library's obligation to such groups as do not voluntarily come is a perennial one.

TABLE IV
OCCUPATIONAL DISTRIBUTION OF 1,000 REGISTRANTS IN TWO
NEW YORK BRANCHES AND HINSDALE

Occupation	Fordham	Seward Park	Hinsdale
Men:			
Professional.....	2.9	5.6	5.3
Students.....	29.5	18.7	11.4
Clerks.....	1.8	6.4	1.4
Shopkeepers and salesmen.....	2.9	6.2	6.2
Skilled tradesmen.....	4.5	13.4	4.1
Unskilled labor.....	1.8	2.7	1.5
Unknown.....	0.6	2.1	1.6
Total—men.....	44.0	55.1	31.5
Women:			
Professional.....	5.1	3.1	8.8
Students.....	28.4	19.3	13.5
Clerks.....	5.5	10.1	2.2
Skilled trades.....	2.4	4.9	.8
Unskilled (including housewives).....	13.3	5.9	40.7
Unknown.....	1.3	1.6	2.5
Total—women.....	56.0	44.9	68.5
	100.0	100.0	100.0

A very interesting series of comparisons is made possible by introducing registration figures from two New York branches. These figures are taken from Table I of Waples' article in the *Library quarterly*,⁴ and are presented together with the Hinsdale registration data in Table IV. Perhaps the one outstanding bit of evidence that appears in Table IV is the large proportion of housewives registered in Hinsdale as compared with the two

⁴ *Loc. cit.*

New York branches. The probable explanation of the difference is the superior intellectual and financial status of the Hinsdale women, responsible alike for more time and greater inclination to read. The second item of interest is the smaller representation of students in the Hinsdale distribution. An obvious explanation lies in the fact that the New York branches are located in school neighborhoods, and, as Waples suggests, may be "assuming a responsibility properly charged to the school."⁵ In Hins-

TABLE V
ADULT CIRCULATION BY AGE GROUPS

Age	Number of Books Borrowed	Percentage of Total Circulation
14 and under.....	211	5.1
15-19.....	958	22.9
20-24.....	280	6.7
25-29.....	396	9.5
30-34.....	494	11.8
35-39.....	624	15.0
40-44.....	350	8.4
45-49.....	234	5.6
50-54.....	165	3.9
55-59.....	71	1.7
60-64.....	101	2.4
65 and above.....	197	4.7
Not given.....	97	2.3
Total.....	4,178	100.0

dale the students make up a smaller proportion of the registration simply because there are fewer of them. In relation to their numbers they are very well represented (see discussion above). Other variations in occupational representation are explicable in terms of the makeup of the communities involved.

The next analysis of library population suggested by the data was in terms of age. Table V shows the numerical and proportional distribution of the borrowers from the adult collection. The key to this table is furnished in part by the preceding analysis, that in terms of occupation. There it was shown that students and housewives clearly dominated the library's borrowing

⁵ *Loc. cit.*

personnel. The student group is undoubtedly represented in the fifteen-nineteen age class, and this class accounts for more than one-fifth of the loans. The student status might also be assigned, with reservations, to the two other groups below twenty-five years of age.

The next major age groups represented come between twenty-five and thirty-nine, the borrowers in this range accounting for 36.3 per cent of the loans. All persons over forty-five years of age account for one-fifth of the total circulation.

TABLE VI
COMPARISON BETWEEN LIBRARY LOANS BY AGE OF
BORROWERS AND AGE DISTRIBUTION OF
GENERAL ADULT POPULATION

Age	Percentage of Population (Omitting All under 10)	Percentage of Adult Loans
10-14.....	10.1	5.1
15-19.....	10.2	22.9
20-24.....	10.2	6.7
25-29.....	9.6	9.5
30-34.....	9.6	11.8
35-44.....	20.7	23.4
45-54.....	13.4	9.5
55-64.....	9.3	4.1
65 and over.....	6.9	4.7
Age not given.....		2.3
	100.0	100.0

As before, so here it is desirable to compare the age distribution of the library borrowers with that of the general adult population, and this comparison is made in Table VI and Figure 3. The population figures are based on the 1930 census.

The age distribution of the general population is about as one would expect. Between the ages of ten and forty-four there is a fairly even distribution, and after forty-five there is a rapid thinning out. This tendency is also discernible in the figures covering the circulation for the four-week period of investigation. Except for the fifteen-nineteen category, the proportion of individuals in each age group represented in the circulation is remarkably similar to the proportion represented in each age

COMPARISON BETWEEN LIBRARY LOANS BY AGE
OF BORROWERS AND AGE DISTRIBUTION OF
GENERAL ADULT POPULATION

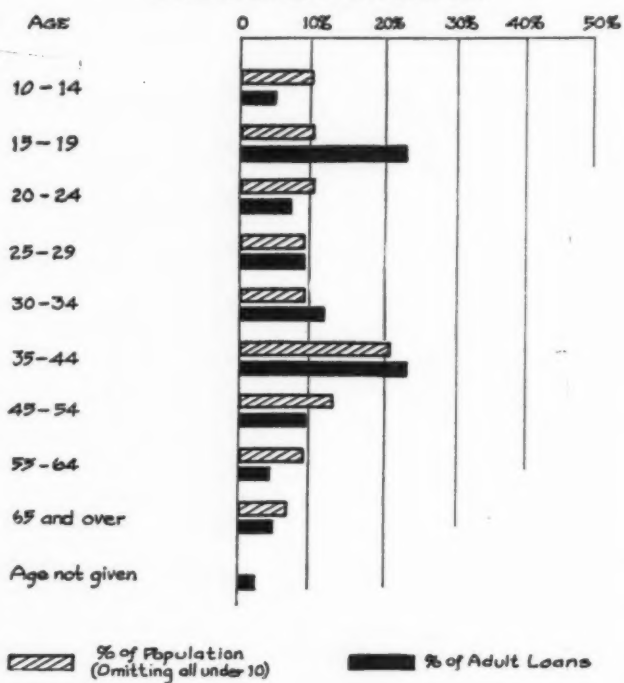


FIG. 3

group of the general population. This is clearly evident in Figure 3, where each bar is nearly of the same length as its fellow, except in the case of the second pair. As already suggested, this exception is probably accounted for by the heavy use made of the library by students.

It should be noted that we have tacitly assumed that the distribution of the library population could be based on the distribution of loans. Theoretically, this is fallacious, for one woman may have borrowed thirty books and one man only five, yet according to the method used we would assume that women are represented six times as often as are men, whereas they are equally represented. However, the method is justified by the fact that the great mass of the library population, regardless of criteria used to differentiate them (sex, occupation, or age) borrow few books, and the unevenness suggested by the example given is canceled out when the groups are taken as a whole.

The discussion to this point has been largely concerned with the groups of persons, in terms of sex, occupation, and age, who borrowed books from the library during the period of the investigation. Circulation figures have been considered only in relation to the daily and weekly trends; no attempt has so far been made to analyze the circulation into types of literature. In accordance with conventional practice, the Hinsdale Library regularly maintains records of adult and juvenile, fiction and non-fiction circulation, but with the type of record maintained during the period of the investigation, it was a relatively simple matter to study the circulation in greater detail.

The first division was into fiction and non-fiction. For the four weeks the circulation consisted of 2,700 fiction and 1,478 non-fiction. The proportions were 64.6 per cent, and 35.4 per cent, respectively. It is interesting to compare these proportions with those based on the annual adult circulation of the library. The proportions for the five years, 1929-33, are given in Table VII.

From these figures it is clear that the four weeks' circulation is typical of the general circulation pattern of the library, conceived in terms of fiction and non-fiction. During the period of

the investigation the reading of fiction was slightly lower than during any of the last five years, but it is probable that the somewhat heavier fiction reading during the summer months would make up the difference.

It is worth noting that the proportion of fiction circulation is far below what might normally be expected in a town of Hinsdale's size. Of twenty-eight libraries in the state serving a comparable population (5,001-7,500) Hinsdale ranks third in the low proportion of fiction circulation. Another comparison was made with the standard adopted for the New York libraries

TABLE VII
FICTION AND NON-FICTION
DISTRIBUTION, 1929-33

Year	Fiction (Percentage)	Non-fiction (Percentage)
1929.....	66	34
1930.....	70	30
1931.....	69	31
1932.....	68	32
1933.....	66	34

serving a population of 5,001-7,500. This standard states that not less than 20 per cent of the circulation shall be non-fiction, whereas Hinsdale's non-fiction circulation during the investigation was 35.4 per cent.

It is clear, however, that in Hinsdale, as elsewhere, fiction constitutes the bulk of the circulation, even though the proportion is not so great as it is in libraries of comparable, or even larger, size. It is therefore of some importance to analyze the fiction circulation in greater detail than is usually attempted, with a view to determining what types of fiction were borrowed and by what population groups.

The classification of fiction according to literary quality is by no means a simple matter. The line from the worst book to the best book is composed of literally infinite gradations. No one would seriously question the superiority of Willa Cather to Temple Bailey, but to establish finer distinctions would involve

endless disagreement. Who shall say whether Harold Bell Wright is a poorer writer than Temple Bailey, or whether Pearl Buck is a better writer than Willa Cather? But fortunately for our purposes it was unnecessary to make such distinctions. The classification of fiction used in the Hinsdale study was threefold and perhaps a bit arbitrary. The classes into which the fiction was divided consisted of:

1. Works of standard authors—Dickens, Hugo, Hardy, Conrad, *et al.*
2. Modern good—Cather, Buck, Sinclair Lewis, *et al.*
3. Modern light—mystery and detective, Western, and love stories

An occasional question would arise concerning the group to which a certain author or title should be assigned, but such

TABLE VIII
QUALITATIVE DISTRIBUTION OF FICTION CIRCULATION BY SEX

	MEN		WOMEN		BOTH	
	Number	Percentage	Number	Percentage	Number	Percentage
Standard.....	64	8.1	131	6.8	195	7.2
Good modern.....	358	45.5	1,033	54.0	1,391	51.5
Light modern.....	365	46.4	749	39.2	1,114	41.3
Total.....	787	100.0	1,913	100.0	2,700	100.0

cases were so few in number that a decision in either direction would not affect the general proportional distribution to a significant extent. Table VIII shows the distribution of fiction.

The predominance of the women in the library's fiction circulation is at once evident; they are responsible for 70.8 per cent of the circulation of this type of literature. This, however, should not be taken to mean that the men compensate for their relatively light fiction reading by borrowing heavily from the non-fiction sections. Actually, the men's fiction withdrawals constitute 61.6 per cent of all the books they withdrew; for the women, the fiction proportion is 66 per cent. In other words, the dominance of the women in the fiction circulation is a reflection of their dominance in the total circulation. They borrowed more

fiction than the men simply because they borrowed more of everything.

Leaving, then, the relative quantities of fiction withdrawals by men and women, we shall consider the proportions of the three types of fiction borrowed by each sex. The outstanding fact here is the strong preference of the women for the modern good, this category accounting for more than half of the fiction they borrowed. On the other hand, the men's choices were almost evenly divided between the good and the light. This is especially interesting in view of the claim so often made (undoubtedly with reason) that many women select the books their husbands read. If so, we are faced with the amusing possibility that the women select a better type of literature for their husbands than their husbands select for themselves! This suggests once more the necessity of determining the relationship between books withdrawn and books read. We are on safer ground when we omit sex distinctions entirely and consider merely the withdrawals as such (see the last column of Table VIII). A slight majority is held by the good modern, which, as a class, represents the single most important element in the library's circulation.

A word should be said about the low ranking of the works of standard authors. From the relatively insignificant use made of them, it would seem that there is very little demand for this type of literature, or else that sources other than the library are depended upon for it.⁶ Surely the library itself is not remiss in supplying the works of standard authors; if anything, its collection is considerably above the ordinary. Whether the small use of standard novels is typical of other libraries, it is, of course, difficult to say; but if it is, then the importance of the public library as a source for such material is probably limited.

To revert now to the more popular categories, it is of some interest to note the authors whose books were borrowed most extensively. From the good modern, these authors and the number of loans representing each were as follows:

⁶ Upon presenting these findings at a Hinsdale public meeting, the writer was told by several people that the home library was used as a source for standard novels.

John Galsworthy.....	40	Edna Ferber.....	26
Booth Tarkington.....	39	Louise Miln.....	25
Willa Cather.....	33	Bess Streeter Aldrich.....	22
Mazo de la Roche.....	29	Dorothy Canfield.....	21
Pearl Buck.....	28	Horace Walpole.....	21
Warwick Deeping.....	27	Martha Ostenso.....	20

But loyalty to specific authors is even more evident in the light modern class. Consider, for example, the following record:

Mary Roberts Rinehart...	62	Grace S. Richmond.....	31
Kathleen Norris.....	49	Edgar Wallace.....	31
E. Phillips Oppenheim...	49	Joseph Fletcher.....	27
Zane Grey.....	47	Earl Derr Biggers.....	26
James Oliver Curwood...	46	Temple Bailey.....	26

These names and figures are, of course, influenced by a number of things, of greatest importance being the number of books each author has written. From the standpoint of library service, the important figures are contained in Table VIII. Even though the most popular single author is a writer of mystery stories, this type of literature is considerably less popular in the Hinsdale library than that represented by the better literature.

The population groups represented in the fiction circulation will be described shortly; attention is next directed to the relative popularity of the Dewey non-fiction classes. As already pointed out, fiction so largely dominates the circulation that to consider any one non-fiction class in relation to the entire circulation is to recognize its insignificance. Thus, biography, the class having a larger circulation than any other non-fiction, accounted for less than 7 per cent of the total circulation. From the standpoint of total library service, such comparison is not unfair, but it does not allow a satisfactory comparison between various classes of non-fiction. To facilitate the latter, Table IX was constructed, omitting fiction altogether from consideration and using the total of the non-fiction circulation, 1,478, as the basis for the percentage computations. The same data are graphically presented in Figure 4.

Most of the classes isolated on Table IX were selected because they represented "concentration areas" in the non-fiction

circulation. It may, however, be contended that the classes are uneven. For example, economics, 330-339, represents one-tenth as many numbers as does science, 500-599. This contention is not valid, for the Dewey divisions were not intended to represent equal numerical units. Table IX is presented simply to point out the more important fields of non-fiction reading and to permit the comparison of such reading between the sexes.

TABLE IX
DISTRIBUTION OF NON-FICTION CIRCULATION, BY SEX

	MEN		WOMEN		BOTH	
	Number	Percent- age	Number	Percent- age	Number	Percent- age
Biography (920-929).....	82	16.6	209	21.3	291	19.7
Travel (910-919).....	93	18.8	157	16.0	250	16.9
Fine arts (700-799).....	72	14.6	133	13.5	205	13.9
Drama (812, 822, etc.).....	28	5.7	88	8.9	116	7.9
History (900-909, 930-999).....	39	7.9	77	7.8	116	7.9
Useful arts (600-699).....	38	7.7	42	4.3	80	5.4
Economics (330-339).....	20	4.1	35	3.6	55	3.7
Literature (omitting poetry and drama).....	22	4.4	31	3.1	53	3.6
Psychology (130 and 150).....	14	2.8	38	3.9	52	3.5
Science (500-599).....	21	4.3	30	3.0	51	3.4
Ethics (170-179).....	15	3.0	31	3.2	46	3.1
Poetry (811, 821, etc.).....	8	1.6	28	2.8	36	2.4
All other.....	42	8.5	85	8.6	127	8.6
Total.....	494	100.0	984	100.0	1,478	100.0

It is at once apparent that three fields dominate the non-fiction circulation among both men and women. Biographies and travel books are, not unexpectedly, the most popular, and somewhat surprising strength is shown by the fine-arts classification. These three groups together account for half the non-fiction circulation. All three deserve a much closer study than is usually accorded them. Even a cursory inquiry reveals reasons for the strong positions of two of them, without any reference whatever to reader interest in travel and fine arts as such. The strength of biography is probably due to reader interest, women

DISTRIBUTION OF NON-FICTION CIRCULATION, BY SEX

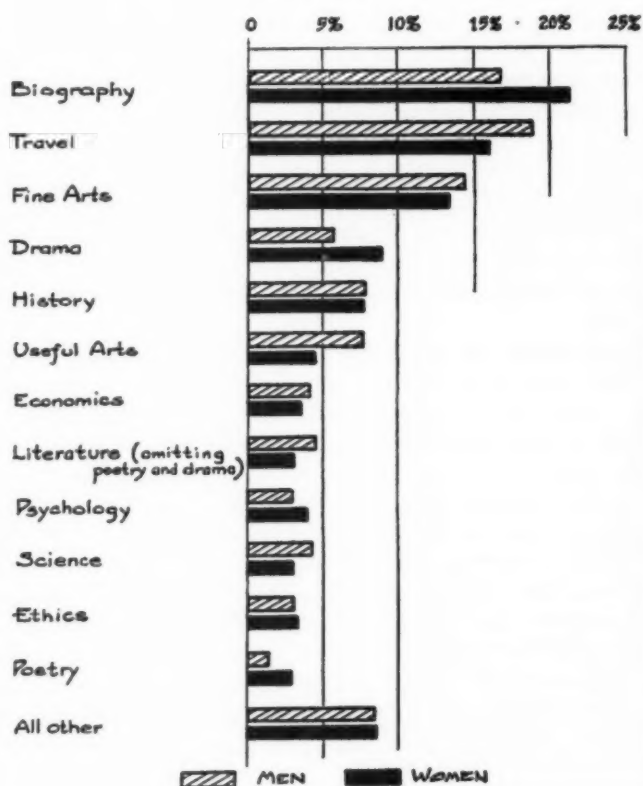


FIG. 4

exhibiting a slightly greater preference, although unusual strength in the library's holdings in biography must certainly be a contributing cause. The books classified ordinarily under the travel and fine-arts divisions include so many that contain much more than accounts of travel or discussions of the fine arts that a considerably closer classification is necessary before analysis of reader preference can be very incisive. In Hinsdale, for example, the prominence of the fine-arts division is accounted for to a great extent by the heavy circulation of books on games, entertainment, sports, and gardening, none of which is properly a "fine art."

The circulation of other divisions of non-fiction is indicated in Table IX. Together they make up 49.5 per cent of the library's non-fiction circulation; broken down into subdivisions, the prominence of any one with reference to the others is not significant. Indications of sex preference are negligible in nearly all cases.

In tabulating the non-fiction circulation, the greatest amount of subdivision was carried out for the 300-399 class. This class was broken down to tenths, and the circulation to men and women in each tenth was recorded. In the light of the claim so consistently advanced in recent years that people were reading about the problems induced by the depression, it is interesting to examine how extensive reading in classes covering such problems was. This is shown in Table X.

A superficial examination of this table would seem to bear out the claim, for the sub-class economics (the important one in this connection) is far ahead of the others in circulation. However, in relation to the total non-fiction circulation it is not outstanding, accounting for only 3.7 per cent, and in relation to the total circulation, it is altogether insignificant, since it represents but 1.3 per cent. In other words, with this class omitted entirely from the record, the essential pattern of library circulation is hardly changed at all. It would be interesting to know how the experience of other libraries compares with that of Hinsdale; it may be that data on circulation as carefully collected as were those at Hinsdale would lead to a totally contrary conclusion.

But such data have not as yet been gathered; until they are, it is well to bear in mind, in the first place, that Hinsdale had the books covering the depression, and facilities available so that any resident could easily satisfy whatever curiosity he felt about the subject. The 330-339 collection alone contains 105 titles, of which Salter's *Recovery*, Chase's *New Deal*, Kemmerer *On Money*, and Simond's *A B C of War Debts* were typical of the more recent acquisitions at the time the study was made. In the second place, Hinsdale's general cultural level is undoubtedly high-

TABLE X
CIRCULATION OF BOOKS IN THE 300 DEWEY CLASSIFICATION, BY SEX

	Men	Women	Both
300, Sociology.....	2	9	11
310, Statistics.....	0	0	0
320, Political science.....	2	2	4
330, Economics.....	20	35	55
340, Law.....	6	7	13
350, Government and administration.....	5	0	5
360, Associations and institutions.....	4	4	8
370, Education.....	3	11	14
380, Commerce and communication.....	1	0	1
390, Customs—costumes.....	4	26	30
	47	94	141

er than that of most towns of its size. In the light of these two facts, and in the absence of contradictory evidence, one may well ask if, throughout the country at large, with inferior libraries and lower cultural levels, the library is depended upon to a great extent for books attempting to explain contemporary problems. Probably no one answer would apply in all cases. It is altogether likely that in certain communities at certain times the library has been an important source for such books, but the evidence suggests a strong probability that this condition is by no means general.

The general pattern of total circulation in Hinsdale, both with respect to sex and occupational groups using the library, and with respect to the type of literature borrowed, has now been presented. It is not without interest to see these two aspects of

library service in relation to each other; to ask, in other words, who, in terms of specific population groups, borrowed what books from the public library?

In presenting the evidence on this point we shall follow the classification of books adopted earlier in the discussion. Thus, to begin with fiction, we may ask, who borrowed the works of standard authors?

Of the 64 loans of this type of literature, exactly one-half went to students. The 32 loans to students were widely distributed to different individuals, 27 persons being represented. The remaining 32 loans were made to a wide variety of occupational groups, with only the engineers having more than a single representative. The engineers had 5, and together they borrowed 9 books.

Student use of standards is again outstanding in the loans made to women. Of 131 loans of books classified as standard, over half, almost 53 per cent, were made to students. Again a large number of individuals make up the borrowers, with 50 students borrowing 69 books. The housewives come second with 39 loans to 27 individuals. The students and housewives together borrowed over four-fifths of the standards loaned to women. Considering the loans of standards to men and women together, students and housewives account for 72 per cent of the total.

When we come to a consideration of the borrowers of light fiction we again encounter the predominance of the student and housewife categories, but with a considerably smaller discrepancy between the two groups. Were it not for the fact that the student category includes both sexes while "housewives" is limited to one, the priority in the reading of light fiction would belong to the latter. This analysis was based on a sample of 322 loans by women (43 per cent of the light reading matter borrowed by women) and 174 loans by the men (48 per cent of all light reading borrowed by the men); or a total sample of 496 (about 45 per cent). This sample consisted of the titles by authors represented by at least ten loans, and was thus not altogether random; but for present purposes it is quite satisfactory.

Of the 322 loans to women considered in the sample, 150, or 47 per cent, were made to housewives. Female students borrowed ninety-six books in this category, or 30 per cent. Together, housewives and students accounted for 77 per cent of the light fiction loans to women. Among the men, students led with ninety loans, or 52 per cent of the total circulation of light fiction to men. Omitting sex distinctions, $37\frac{1}{2}$ per cent of the total light-fiction circulation represented in the sample went to students and 30 per cent to housewives. The remaining $32\frac{1}{2}$ per cent was widely scattered among many different occupational groups.

Who read specific authors of light fiction? This question is answered in the following list. Only the most popular authors are included, and only occupational groups represented by three or more loans.

- Mary Roberts Rinehart (62 loans)
 - 30 Students (20 women, 10 men)
 - 15 Housewives
 - 3 Stenographers
- Kathleen Norris (49 loans)
 - 20 Students (17 women, 3 men)
 - 20 Housewives
- E. Phillips Oppenheim (49 loans)
 - 10 Students (5 women, 5 men)
 - 15 Housewives
 - 5 Dentists
 - 5 Salesmen
- Zane Grey (47 loans)
 - 27 Students (8 women, 19 men)
 - 7 Housewives
 - 4 Nurses
- James Oliver Curwood (46 loans)
 - 23 Students (5 women, 18 men)
 - 5 Housewives
 - 4 Nurses
 - 4 Maids
 - 4 Telephone operators

Other authors popular with students were: Earl Derr Biggers, Edgar Wallace, Gene Stratton Porter, and S. S. Van Dine.

Authors widely selected by housewives included Temple Bailey, Joseph Fletcher, and Grace Richmond.

We have already noted that the distribution of good modern fiction constitutes the major circulation activity of the Hinsdale Library, and that housewives and students together make up by far the largest segment of library patronage. Hence it is reasonable to expect these two groups to loom largest among the borrowers of good modern fiction. Limiting the analysis to the borrowers of the works of twenty-five authors (the sample consisting of 41 per cent of the good modern fiction loans to women and 36 per cent of the loans to men), the importance of housewives and students in the pattern of circulation is clearly apparent, especially among the women. The housewives and female students account for 82 per cent of the circulation (housewives 57 per cent; students 25 per cent). The male students are about as prominent in the circulation to males as are the women students in the circulation to women, accounting for 24 per cent. The borrowers of the remaining 76 per cent are very widely scattered, almost all groups within the community contributing to the total.

The authors of good modern fiction whose works were most widely read and the major groups borrowing the titles were as follows:

John Galsworthy (40 loans)
17 Housewives
9 Students (2 women, 7 men)
Booth Tarkington (39 loans)
9 Housewives
19 Students (16 women, 3 men)
Willa Cather (33 loans)
10 Housewives
18 Students (16 women, 2 men)
3 Teachers
Mazo De La Roche (29 loans)
16 Housewives
8 Students (all women)
Pearl Buck (28 loans)
11 Housewives
8 Students (5 women, 3 men)
3 Teachers

Warwick Deeping (27 loans)
17 Housewives
Edna Ferber (26 loans)
9 Housewives
11 Students (9 women, 2 men)

Finally, who borrows the library's non-fiction? Once again the presence of the housewives and students is felt, for they far surpass all other groups in the quantity of non-fiction borrowed. Of biography, the class of non-fiction having the largest circulation (291), they accounted for 68 per cent of the titles loaned, the housewives borrowing 103 and the students 94. Thirteen biographies were loaned to teachers, all women; other groups borrowed from one to eight.

Other classes of non-fiction which were borrowed in large numbers by students and housewives (they lead in the circulation of every class) are indicated in the following data:

Travel
97 Housewives
18 Students (women)
29 Students (men)
Drama
16 Housewives
42 Students (women)
18 Students (men)
Applied science
26 Housewives
9 Students (women)
20 Students (men)
Economics
22 Housewives
3 Students (women)
7 Students (men)

Early in the discussion the registration figures of the library were cited. Having now completed the description and analysis of circulation during the four-week period, it is of some interest to determine what proportion of the registration was represented in the circulation records. The number of borrowers during the investigation and the average number of books withdrawn by each are given in Table XI.

The "average individual," in the sense of most numerous, did not, of course, borrow books in anything like these per capita figures. The great mass of the people borrowed only one or two and relatively few individuals borrowed very heavily. Tables XII and XIII indicate the numbers and kinds of books borrowed by the individuals making greatest use of the library.

TABLE XI

	Men	Women	Both
Total number of loans.....	1,291	2,887	4,178
Total number of borrowers.....	348	678	1,026
Per capita loans.....	3.71	4.26	4.07

TABLE XII

HEAVY BORROWERS (15 BOOKS OR MORE): MEN

RANK	INDIVIDUAL	AGE	NUMBER OF BOOKS BORROWED				Total
			Standard Fiction	Good Modern Fiction	Light Fiction	Non-Fiction	
1.....	Dentist	40	.....	8	8	11	27
2.....	Student	16	.....	5	18	1	24
3.....	Sales manager	45	.....	6	15	.....	21
4.5.....	Electrical engineer	34	.....	3	5	12	20
4.5.....	Student	14	.....	11	8	1	20
6.....	Publisher	45	.....	11	8	.....	19
7.....	Accountant	42	.....	4	5	9	18
8.....	Teacher	33	.....	8	5	4	17
9.5.....	Student	17	.....	6	3	7	16
9.5.....	Engineer	25	2	14	.....	.....	16
12.....	Student	16	1	3	8	3	15
12.....	Sales manager	37	.....	7	4	4	15
12.....	Salesman	70	.....	5	9	1	15

III

This, then, completes the presentation of the evidence concerning the use of the Hinsdale Public Library during the four-week period of intensive study. We shall not attempt at this time to analyze the findings from the standpoint of their implications concerning the social importance of the library or of

their meaning in terms of library policy and practice, although such an analysis may be undertaken at a later date. Meanwhile, a short summary of the facts indicated by the study is appended.

1. A single week was found to be sufficient for recording gross library activity during the busy season, but smaller units (a

TABLE XIII
HEAVY BORROWERS (15 BOOKS OR MORE): WOMEN

RANK	INDIVIDUAL	AGE	NUMBER OF BOOKS BORROWED				
			Standard Fiction	Good Modern Fiction	Light Fiction	Non-Fiction	Total
1.....	Housewife	25	4	13	2	14	33
2.....	Housewife	50	13	5	12		30
3.....	Housewife	24	1	21	4	2	28
4.5.....	Housewife	32		14	4	1	19
4.5.....	Home girl	35		8	8	3	19
6.....	Housewife	45		4	13	1	18
8.5.....	Housewife	60		10	6	1	17
8.5.....	Housewife	55		14	3		17
8.5.....	Student	17	1	4	7	5	17
8.5.....	Housewife	40		6	11		17
14.5.....	Housewife	79		3	7	6	16
14.5.....	Maid	35		5	9	2	16
14.5.....	Student	17		6	10		16
14.5.....	Housewife	30	1	6	2	7	16
14.5.....	Housewife	30	2	3	1	10	16
14.5.....	Housewife	28		4	5	7	16
14.5.....	Housewife	32		2	10	4	16
14.5.....	Housewife	35		1	15		16
19.5.....	Home girl	70		9	2	4	15
19.5.....	Housewife	40	1	3	2	9	15

day, or part of a day) are unsatisfactory. Whether this generalization would be true for libraries in larger cities would have to be established by further investigation.

2. Women are represented in the library patronage out of all proportion to their presence in the general population. Whether they actually read more than men is not known.

3. Housewives and students easily account for the great bulk of library circulation.

4. The age groups most often found among the library patrons are fifteen to nineteen and twenty-five to thirty-nine.

5. Fiction makes up two-thirds of the circulation. When fiction was classified into standard, good modern, and light modern, it was found that good modern had the heaviest circulation, light modern next heaviest, and standard the least. The women borrowed more good modern, both actually and proportionally, than did the men.

6. From the non-fiction shelves were taken 35.4 per cent of the books borrowed; of these, biography, travel, and fine arts were the major categories represented.

7. Economics, although having a better representation in the circulation than any other social science category, figured very lightly in the pattern of library service.

8. As in the general circulation so in specific classes, students and housewives make up the large borrowing classes.

9. The average number of loans to each borrower for the four weeks was 4.07; however, the distribution was badly skewed, in that the great bulk of the library patrons borrowed only one or two books, and a few people borrowed very heavily.

Finally, it is well to bear in mind that the evidence presented is limited to only one aspect of library service, the lending of books from the adult collection. The consideration of other library services—reference work, work with children and schools, promotional activities, etc.—is no less important to an adequate appraisal of the value of the institution. Whatever appraisal is undertaken on the basis of the facts here presented must therefore be necessarily limited. It is to be hoped that studies of other phases of library work will merit the attention of students and the co-operation of libraries.

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THE NEED FOR A COMPREHENSIVE CHECK- LIST BIBLIOGRAPHY OF AMERICAN STATE PUBLICATIONS

WITH AN OUTLINE OF AVAILABLE BIBLIOGRAPHICAL RE-
SOURCES AND SUGGESTIONS OF RULES TO BE
OBSERVED IN THE WORK

CHANGING STATUS OF AMERICAN STATE DOCUMENTS

THE official publications of American states have acquired a new significance during the last two decades. This is due to a number of developments. First, in the social sciences, emphasis has shifted from authority and extensive use of secondary and theoretical materials to the use of original data—primary sources. This shift was so pronounced that the holdings of primary source materials in American libraries were discovered to be inadequate as a basis for research, and in 1929 the Social Science Research Council formally made the preservation of research materials one of the major objectives in its future program. As one method of realizing this objective, it initiated the State Document Center Plan. This, among other things, aimed directly in each state at a more systematic and thorough collection and preservation of American state documents in strategic geographical and scholarly centers.

Second, American state publications have acquired a new significance because their content has been enriched. Governments have entered upon scientific research on a large scale, and in their publications have made available findings which, on the one hand, are indispensable to the pure scientist, and on the other hand, because of the application of scientific methods to concrete problems, are of practical value in nearly every walk of life.

Third, with the rapid growth in the complexity of modern social and industrial life, government itself—or public adminis-

tration in the broad sense—has become a problem calling for continuous, serious research as a basis for effective legislative, administrative, and executive action. This is clearly indicated in the multiplication of governmental research agencies and legislative-reference bureaus. To make the efficiency and economy movement in governmental matters realistic, such research must be deeply rooted in the official publications, and these must be readily accessible. Even in university courses on state government, textbooks dealing with the formal and structural aspects of government are being abandoned, and reference is made to the primary records of the activities of American state governments. This is done with a view of discovering and understanding what the changing human needs are that should be served through governmental processes, and how these processes can be organized to meet these needs efficiently and economically.

This new appreciation of the importance of American state publications, and the demand that adequate collections be accessible for research, has meant that research libraries have had to swing on to a level of greater document activity.

NEED FOR COMPREHENSIVE CHECK-LIST BIBLIOGRAPHY ACUTE

This increased activity has made libraries aware of the fact that American state publications cannot play the rôle that they should play, in view of this larger recognition of their value, unless more effective bibliographical aids can be provided. Libraries are now hampered in many ways. In their acquisition activities there is the difficulty of discovering what has been published by state governments and for which periods the state serials were issued. So acute is the need for this information in acquisition work that the Public Document Clearing House found it desirable to prepare a check-list of American state session laws before attempting to operate its exchange of these publications.

Research libraries that desire to build up competent collections of American state publications for either a given area or subject find it wasteful of time and frequently impossible to use the available tools in an effort to discover what is extant, and

then to inventory their holdings to determine what is needed. In cataloging state documents, libraries are indulging in wasteful duplication of effort and, frequently, more or less fruitless efforts in trying to ascertain the terminal dates and functions served by state serial publications. In like manner, in reference and research work, many hidden treasures in American state publications remain undiscovered for want of analyticals and indexes, to say nothing of elementary check-lists showing what was published.

LIMITATIONS OF EXISTING BIBLIOGRAPHICAL AIDS

The active development of the State Document Center Plan has made librarians and research workers appreciate more fully how inadequate the existing bibliographical apparatus is for American state publications. Bowker's *State publications*, while highly useful to librarians in taking inventory of their holdings, listed state publications down to about 1900 only. It was Mr. Bowker's announced plan that it was to be only "a provisional list." The limited resources at his command made it impossible for him to make the list as complete and accurate as is desirable, both in entries and in bibliographical notes.

Hasse's monumental *Index of economic material in documents of the states of the United States* is of exceptional bibliographical value as a subject index to the publications of the states for which it was published. But it was issued for only thirteen states, and lists their publications only down to 1904. Its organization, while admirable for reference work, is not well adapted to checking holdings as a basis for acquisition work.

The *Monthly list of state publications*, issued by the Document Division of the Library of Congress, is highly useful in discovering to some extent what is published currently by the several states, and also as an aid in cataloging. Nevertheless, its arrangement renders it impractical as a means for making an inventory of holdings of a library for the twenty-four-year period for which it has been published. Since it is issued monthly without any accumulation, a library desiring to complete its holdings for the publications of a given state department would have

to check the 274 monthly releases to discover what had been published. Moreover, the monthly list is essentially an accession list of the Library of Congress, and is known to be far from complete as a list of the official publications of the various states. For serial entries, all too frequently it does not show the beginning or termination of the title.

The printed cards of the Library of Congress are another valuable bibliographical tool for American state publications, but these entries have practically the same limitations as those in the *Monthly list*. The former contain more bibliographical information than the latter, but they are issued for fewer entries than appear in the latter. All too frequently the printed cards for serials represent only a title entry, since they do not contain initial or terminal dates. Despite these limitations of the printed cards, they have great value and should be used, as will be indicated below, as a provisional list for the proposed bibliography.

In the foregoing statement, the writer has no desire to discredit the bibliographical tools referred to. They have their merits and would be useful in preparing a comprehensive check-list. But they are not adequate for the purposes that must be served now, if libraries are to deal efficiently with American state publications. That the preceding statement represents the experience and conviction of persons who have been working with American state publications with the hope of building up competent collections and of utilizing them efficiently in reference and research work is borne out by letters that the writer received in response to a circular letter from state librarians, teachers of courses on public documents in library schools, and document librarians in the larger research libraries. This letter was sent out to determine the kind of index, bibliography, or check-list needed to give librarians and scholars a better command over American state documents, and to discover existing bibliographical resources that could be used in the preparation of such an aid. The consensus of opinion seems to be that what is needed is a comprehensive check-list of these documents, combined with the necessary bibliographical information.

In sending out the circular letter referred to above to state librarians and document librarians, an attempt was made not merely to discover the kind of check-list or bibliography needed but to discover existing resources in the form of special or partial bibliographies or card catalogs in the various states that might be drawn upon, if a comprehensive project covering state publications were undertaken. The replies indicate that in practically every state there exist bibliographical resources for the publications of each respective state. These resources could be used to good advantage in the manner suggested below. Some of the existing resources are listed in Appendix A entitled "Bibliographies, catalogs, check-lists, etc., of American state publications."

An examination of a large number of these special or partial bibliographies and catalogs of the official publications of the various states disclosed an amazing lack of uniformity in form and completeness of entry and of bibliographical information. All too frequently vital bibliographical information is omitted. This suggested the need for compiling a set of rules outlining the minimum standards that should be observed in preparing check-lists and bibliographies of state publications. Moreover, as chairman of the Public Documents Committee of the American Library Association, the writer has received numerous requests during the past two years for a set of such rules. The need for a clear definition of the essentials in bibliographies of official state publications has been especially acute during the past year, since in a number of states preparation of such bibliographies is being attempted with CWA help.

The acuteness of this need has led the writer to prepare the set of rules outlined in Appendix B, "Rules for preparing check-list bibliographies of American state publications." They represent a co-operative enterprise in which a large number of document librarians (especially catalogers) have participated, including, among others, the Catalog Section of the Chicago Library Club, those responsible for the cataloging of documents at the Library of Congress, and the Public Documents Committee of the American Library Association. The rules as set forth below have the approval of the Public Documents Committee of

the American Library Association. In preparing them, every possible effort was made to observe Library of Congress rules of cataloging public documents, especially as to form and style of entry. Due consideration was also given to the practices followed in compiling and publishing the general *Union list of serials* and the *List of serial publications of foreign governments*.

While the set of rules was chiefly designed for American state publications, its value as a guide in the compilation of check-list bibliographies of municipal documents is obvious.

PLAN OF PROCEDURE

Before outlining a plan of procedure for preparing a comprehensive check-list bibliography of American state publications, certain limitations of scope should be suggested. In view of the Public Document Clearing House's bibliographical project covering session laws, these items can be excluded in the project here contemplated. In like manner, since court reports have already been brought under command through various legal indexes and reports, they can also be excluded. Finally, the thoroughness with which serials and series published by American state-supported universities and colleges have been entered in the *Union list of serials*, plus the added analytical entries for many of these publications now brought out by Library of Congress printed cards, make it possible to omit these publications.

In view of the existing bibliographical resources, the following plan of procedure is recommended to facilitate their maximum use in preparing a comprehensive check-list bibliography of American state documents. Granting that a reasonable sum could be obtained to finance the work under the auspices of a competent committee who would employ an experienced editor, the first step would be to begin at the Library of Congress—buying, or acquiring on a co-operative basis, a complete set of the printed cards for state documents. These, according to Mr. Hastings, now number more than forty-seven thousand. They represent years of painstaking labor and would at once constitute a provisional list which could be used for checking and revision as copy for the printer. Bibliographical notes as to date and frequency of publication and changes in title would have

to be added from the shelf list to serials at the Library of Congress. The titles to non-serial material would generally require no other revision than curtailment by the editor of the project.

The second step in the procedure would be to take the provisional set of cards to the New York Public Library, to add new entries and help to complete bibliographical information on the serial items, for which open entry cards had been acquired at the Library of Congress. The New York Public Library collection of American state documents is undoubtedly the most complete collection available in the United States. This, combined with the resources of that library for prompt and inexpensive reproduction of catalog cards by photostat, would make it desirable to add as many titles and as much bibliographical information as would be at hand in that library to the provisional set, before undertaking the work in the various states.

The third step in the process would be to send the cards for each respective state to that library in each state which has already perfected the best bibliographical resources of its state publications. Responses to the circular letter, referred to above, show that considerable co-operative help could be counted upon in nearly every state, thus keeping the cost down to a minimum. In some states, competent librarians would do all of the necessary work without extra charge. Such local work would have to be closely supervised and should be done according to standard rules adopted for the project as a whole by the editor. In the work in the various states, it is assumed that an effort would be made to make the check-list and bibliographical information as complete as possible, using existing card catalogs, printed and manuscript lists of documents, and, as a last resort, checking against collections for verification and completeness.

The fourth step would be final editorial work by the editor to bring all entries into uniform style, to eliminate inconsistencies or errors, and to work out appropriate subject cross-references. The provisional card catalog could then be used as printer's copy to eliminate the cost of reproduction, proofreading, etc. It is to be assumed that the final cost of printing and distributing this bibliographical aid could be borne almost entirely by the publisher if it could be sold on a service basis.

CONCLUSIONS

The foregoing statement is intended as a tentative definition of the bibliographical aid that is most urgently needed in the field of American state documents. The goal set is not a definitive bibliography of American state publications. That must be regarded as the responsibility of the separate states themselves. The goal here set is a finishable task, and not one that will break down under its own weight. What is proposed is a practical, working, bibliographical aid for American state documents. It would be essentially a check-list supplied with adequate bibliographical information to satisfy the needs of the librarian and research worker.

APPENDIX A

BIBLIOGRAPHIES, CATALOGS, CHECK-LISTS, ETC.,
OF AMERICAN STATE PUBLICATIONS¹

GENERAL

1. Printed cards prepared by the Library of Congress.
2. U.S. Library of Congress. Division of documents.
Monthly check-list of state publications. Washington, U.S. Govt. print. off. 1, 1910+
Annual indexes.
3. Bowker, Richard Rogers.
State publications; a provisional list of the official publications of the several states of the United States from their organization. New York, The Publisher's weekly, 1908. 1 vol. in 4. (1031p.)
4. National association of state libraries. Public document clearing house committee.
Preliminary check-list of session laws 1850-1933. Prepared by Grace E. MacDonald. New York, H. W. Wilson co., 1934. 39 l.

¹ Much of the information in this section was obtained by means of correspondence. My indebtedness to James B. Childs, who listed many of the sources that appear herein, in his *An account of government document bibliography in the United States and elsewhere*, is obvious.

No attempt is made in this list to include all of the available bibliographical resources pertaining to American state session laws and codes (1) because the session law project of the Public document clearing house is well underway, and (2) because of the completeness of the bibliographical notes of Frederick C. Hicks in his *Materials and methods of legal research*. 2d ed. Rochester, 1933. 651p. See p. 323-33. Some of the sources listed there will be useful in preparing a bibliography of legislative journals.

To be followed by another section including session laws issued prior to 1850.

5. Massachusetts. State library, Boston.

... Hand list of legislative sessions and session laws, statutory revisions, compilations, codes, etc., and constitutional conventions of the United States and its possessions and of the several states to May, 1912. Boston, 1912. 634p.

6. Shearer, Augustus Hunt.

A list of official publications of American state constitutional conventions, 1776-1916. Compiled for use in the Newberry library. Chicago, 1917. 39p. (Bulletin of the Newberry library, no. 6)

7. U.S. Bureau of labor.

Index of all reports issued by bureaus of labor statistics in the United States prior to March 1, 1902. Washington, U.S. Govt. print. off., 1902. 287p.

8. U.S. Office of experiment stations.

... List of bulletins of the agricultural experiment stations in the United States from their establishment to the end of 1920. Washington, U.S. Govt. print. off., 1928. Cover-title, 186p. (U.S. Dept. of agriculture. Department bulletin, no. 1199. May 26, 1924)

9. U.S. Office of experiment stations.

... List of bulletins of the agricultural experiment stations for the calendar years 1921 and 1922+ ... Washington, U.S. Govt. print. off., 1929+

1921-22, 1923-24, and 1925-26 issued as supplements 1-3 to U.S. Dept. of agriculture. Department bulletin. no. 1199; 1927-28 as Miscellaneous publication no. 65, etc. U.S. Dept. of agriculture.

FOR THE STATES

Alabama

1. The Department of archives and history has a practically complete card catalog of the official documents of Alabama to date.

2. Alabama. History commission.

Report to the Governor of Alabama, 1900. Ed. by Thomas McAdory Owen. Montgomery, 1900. 447p.

Includes Alabama documents up to 1900.

3. Owen, Thomas McAdory.

A bibliography of Alabama. (American historical association. Annual report for 1897. Washington, 1898. p. 777-1248)

4. Cole, Theodore Lee.

Bibliography of the statute law of the Southern states, Part I: Alabama. (Southern historical association publications, 1897. vol. 1, p. 61-75)

Arizona

1. Lutrell, Estelle (University of Arizona library) is engaged in the preparation of a check-list of Arizona publications.
2. Arizona. University. Library.
A bibliographical list of books, pamphlets and articles on Arizona in the University of Arizona library; prepared by Estelle Lutrell, librarian. Tucson, Ariz., 1913. (University of Arizona record. ser. 6, no. 10)
3. Hilbers, Ida (Berkeley public library, Berkeley, Calif.) has a complete bibliography of Arizona source material from 1864 to 1912. (In manuscript)
4. Arizona. State library.
Check-list of annual reports, Arizona law, and other current publications issued by or under the authority of the state of Arizona for the fiscal year . . . Phoenix, Ariz. 1, 1915-16+
5. Alliot, Hector.
Bibliography of Arizona, being the record of literature collected by Joseph Amasa Munk, M.D., and donated by him to the Southwest museum of Los Angeles, California. Los Angeles, The Southwest museum, 1914. 431p.

Arkansas

1. Matthews, Jim P.
A bibliographical study of Arkansas state publications.
Thesis (A.M.), University of Illinois, 1933.
2. Arkansas. Free library service bureau.
Arkansas libraries.
Contains entries of selected documents.
3. Cole, Theodore Lee.
Bibliography of the statute law of the Southern states. Part II: Arkansas. (Southern history association publications, 1897. vol. 1, p. 113-26)

California

1. Card catalogs at the California state library, the University of California library and Stanford university library.
2. California. State library, Sacramento.
News notes of California libraries. Sacramento. 1, May-Dec. 1906+ Quarterly (vol. 1, monthly)
Lists California state publications received in the State library (beginning with vol. 1, no. 4)
3. Hasse, Adelaide Rosalie.
Index of economic material in documents of the states of the United States: California, 1840-1904. Washington, D.C., Carnegie institution of Washington, 1908. 316p. (Publication, no. 85)
4. Wagner, Henry Raup.
California imprints, Aug., 1846-June, 1851. Berkeley, Calif., 1922. 97p.
"Documents of the first and second sessions of the legislature:" p. 67-77.

5. Parma, Rosamond, and Armstrong, Elizabeth.

The codes and statutes of California: a bibliography. (Law library journal. vol. 22, p. 41-56, April 1929)

6. Cowan, Robert E.

A bibliography of the Spanish press of California, 1833-45. San Francisco, 1919. 33p.

Colorado

1. Andrews, Grace.

Colorado documents. (In preparation)

Thesis (A.M.), University of Illinois.

2. Colorado. State board of library commissioners.

Check-list of Colorado public documents. Denver, 1910. 203p.

Prepared in document department, Public library, Denver, Colorado.

3. Card catalogs or check-lists in Colorado state library, the Denver public library, and the University of Colorado library.

4. Paxson, F. L.

Public archives of the state of Colorado. (American historical association. Annual report, 1903. vol. 1, p. 415-37)

Connecticut

1. Card catalogs in Connecticut state library and Yale university library.

2. Connecticut. State library, Hartford.

Connecticut state publications: their binding and distribution, by George S. Godard, state librarian. Hartford, Conn., 1925. 27p.

3. Bates, Albert Carlos.

A list of official publications of Connecticut, 1774-1788, as shown by the bills for printing. Hartford, 1917. 54p. (Acorn club of Connecticut. Publication, no. 14)

4. Bates, Albert Carlos.

Connecticut statute laws: a bibliographical list of editions of Connecticut laws from the earliest issues to 1836. Hartford, 1900. 120p. (Acorn club of Connecticut. Publication, no. 3)

Delaware

1. Card catalogs of the Wilmington institute free library and the University of Delaware.

2. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United States: Delaware, 1789-1904. Washington, D.C., Carnegie institution of Washington, 1910. 137p. (Publication, no. 85)

Florida

1. University of Florida library has a record of its own holdings of Florida documents.

2. Cole, Theodore Lee.

Bibliography of the statute law of the Southern states: Florida. (Southern history association. Publications, 1897, vol. 1, p. 211-25)

Georgia

1. Georgia state library has a complete shelf list and card catalog of Georgia documents.
2. Georgia state library also has a bibliography in manuscript form of certain of the documents, chiefly the legislative journals, session laws, etc.

Illinois

1. A complete bibliography of Illinois documents is being prepared by the Illinois state library under the supervision of Miss Harriet M. Skogh.
2. Card catalogs of the Illinois state library, University of Illinois library, John Crerar library, and the University of Chicago libraries.
3. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United States: Illinois, 1809-1904. Washington, D.C., Carnegie institution of Washington, 1909. 393p. (Publication, no. 85)

4. Buck, Solon Justus.
 . . . Travel and description, 1765-1865, together with a list of county histories, atlases, and biographical collections, and a list of territorial and state laws. Springfield, Ill., The Trustees of the Illinois state historical library, 1914. 514 p. (Collections of the Illinois state historical library. vol. 9. Bibliographical series, vol. 2)

Indiana

1. Brown, Edna M.

Indiana state documents.

Thesis (A.M.), University of Illinois, 1930.

2. Card catalogs of Indiana state library.
3. Miss Jessie P. Boswell has been working on a bibliography of the Indiana documents for the Indiana historical bureau.
4. Indiana. State library.
 Library occurrent.
 Lists Indiana documents received by the Indiana state library.
5. Hopkins, T. C.
 Index to all publications of the Indiana geological survey. (Indiana. Dept. of geology and natural resources. Annual report. 28th, 1903. Indianapolis, 1904. p. 497-53)
6. Indiana. State library.
 Catalogue for the years 1865, 1869, 1872, 1898, 1900, 1903, 1905, 1906. 439p.

7. Howe, Daniel Wait.

A descriptive catalogue of the official publications of the territory and state of Indiana from 1800 to 1890. Indianapolis, The Bowen-Merrill co., 1890. (Indiana historical society. Publications. vol. 2, no. 5, p. 135-230)

8. Rauch, John George.

A bibliography of the laws of Indiana, 1788-1927. Indianapolis, Historical bureau of the Indiana library and historical department, 1928. 77p. (Indiana historical collections. vol. 16)

9. Arbough, Dorothy (Indiana state teachers college, Terre Haute) is working on a list of the publications of the Department of public instruction.

Iowa

1. Stewart, Helen.

Iowa documents 1901 to date. (In preparation)

Thesis (A.M.), University of Illinois.

2. Steele, Lavinia.

Check-list of the publications of the state of Iowa. With an index to the Iowa documents. Prepared under the supervision of the Iowa library commission. Des Moines, B. Murphy, state printer, 1904. 65p.

3. Iowa. State document editor.

Iowa publications. Report of the State document department for the biennial period ended Dec. 31, 1916 [June 30, 1918; June 30, 1920] Des Moines [1917-21] 3 vol.

Each report includes lists of publications.

4. Budington, Margaret.

A bibliography of Iowa state publications for 1898 and 1899 [1900 and 1901, 1902 and 1903, 1904 and 1905] (Iowa journal of history and politics, pub. by the State historical society of Iowa, Iowa City. 1903-07. vol. 1, p. 362-403; vol. 2, p. 399-429; vol. 3, p. 101-45; vol. 5, p. 337-408)

1898-1903 by Margaret Budington; 1904-1905 by T. J. Fitzpatrick.

5. Fitzpatrick, Thomas J.

Bibliography of the Iowa territorial documents. (Iowa journal of history and politics, pub. by the State historical society of Iowa, Iowa City. 1907. vol. 5, p. 234-69)

6. Cole, Theodore Lee.

Historical bibliography of the statute law of Iowa. (Law bulletin of the State university of Iowa. Iowa City, 1891. no. 2, p. 38-48)

Kansas

1. Holt, Beatrice H.

Kansas state publications since 1898.

Thesis (A.M.), University of Illinois, 1932.

2. Kansas state historical society. Library.

Catalog of the Kansas territorial and state documents in the library of the State historical society, by Miss Zu Adams. 1854-1898. Topeka, State printer, 1900. 93p.

Issued originally in Transactions of the Kansas state historical society, 1897-1900. vol. 6, p. 383-475.

3. Bibliography of Kansas statute law (In 1933 Supplement to Revised statutes of Kansas, 1923 (Cumulative). Topeka, Kansas state printing plant, 1934, p. 684-86)
4. Ruffenthal, J. C.
A bibliography of the statute law of Kansas (Law library journal. vol. 23, p. 79-103, July, 1930)

Kentucky

1. Louisville free public library has a check-list of all Kentucky state publications in its library.
2. Hasse, Adelaide R.
Index of economic material in the documents of the states of the United States: Kentucky, 1792-1904. Washington, Carnegie institution, 1910. 452p. (Publication, no. 85)
3. Kentucky state library.
Catalogue of the Kentucky state library. Mrs. Ethel Gist Cantrill, librarian. [Frankfort, 1928?] 474p.
4. Kentucky. Secretary of state.
Catalogue, records, documents, papers, etc. Kentucky governors 1792-1926. Frankfort, The State journal, 1926. 185p.

Louisiana

1. Foote, Lucy B.
Louisiana state documents since 1890. (Practically completed)
Thesis (M.A.), University of Illinois.
2. Card catalogs of Howard memorial library and of the Library of Louisiana state university.

Maine

1. Card catalog in Maine state library.
2. Hasse, Adelaide Rosalie.
Index of economic material in documents of the states of the United States: Maine, 1820-1904. Washington, Carnegie institution of Washington, 1907. 95p. (Publication, no. 85)
3. Maine. State library.
Bulletin. Augusta, Maine. 1, Apr. 1911+
Quarterly.
Lists state publications.

4. Drummond, Josiah H.

Bibliographic memorandum of the laws of Maine. (Maine historical society. Collections and proceedings. vol. 2, p. 391-402, Oct., 1891)

Maryland

1. Litsinger, Elizabeth C. (Enoch Pratt free library, Baltimore) is working on a bibliography of the publications of Maryland.
2. The Maryland state library has a check-list of the publications of Maryland in that library.
3. Wroth, Lawrence C.

A history of printing in colonial Maryland, 1686-1776. Baltimore, Typothetae of Baltimore, 1922. 275p.

Massachusetts

1. Card catalogs of Massachusetts state library, Boston public library and Harvard college library.
2. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United States: Massachusetts, 1789-1904. Washington, Carnegie institution of Washington, 1908. 310p. (Publication, no. 85)

3. Massachusetts. Secretary of the Commonwealth. Public document division.

List of annual reports of state departments, boards, and commissions. [Boston, 1926] 4p.

4. Ford, Worthington Chauncey.

A bibliography of the laws of the Massachusetts Bay, 1641-1776, by Worthington Chauncey Ford and Albert Matthews. Cambridge, priv. print., 1907. 186p.

Reprinted from the Publications of the Colonial society of Massachusetts, vol. 4.

5. Ford, Worthington Chauncey.

A bibliography of the Massachusetts house journals, 1715-1776. Cambridge, priv. print., 1905. 87p.

Michigan

1. Card catalogs of Michigan state library and of the University of Michigan library.

2. Michigan. Dept. of state.

Official directory and legislative manual. Lansing.

Includes a list (serial) of public documents up to 1925.

3. Streeter, Floyd Benjamin.

Michigan bibliography: a partial catalogue of books, maps, manuscripts and miscellaneous materials relating to the resources, development, and

history of Michigan from earliest times to July 1, 1917; together with citation of libraries in which the materials may be consulted. Lansing, Michigan historical commission, 1921. 2 vol. (Michigan state and territorial publications. vol. 1, p. 295-575)

Minnesota

1. Card catalogs of the University of Minnesota and Minnesota state historical society.
2. Minnesota historical society.

Check-list of Minnesota public documents. St. Paul. 1, June 1923+

Mississippi

1. Owen, Thomas McAdory.
A bibliography of Mississippi. (American historical association. Annual report, 1899. vol. 1, p. 633-828)
2. Cole, Theodore Lee.
Statute laws of Mississippi. (Mississippi. Secretary of state. Biennial report, 1896-97. Jackson, 1897. p. 107-9)

Missouri

1. Saylor, Corilla E.
Missouri documents.
Bibliography in preparation.
2. Card catalog of the Missouri historical society library.
3. Sampson, Francis Asbury.
A bibliography of Missouri state [official] publications for 1905 [1906 and 1907, 1908 and 1909]. (Missouri historical review, pub. by the State historical society of Missouri, Columbia. 1906-10. vol. 1, p. 85-100; vol. 2, p. 303-18; vol. 4, p. 182-201)

Montana

1. Miss Winona Adams of the University of Montana library is compiling a bibliography of Montana documents.
2. Catalog of the University of Montana library.
3. Montana. Historical society. Library.
Catalog . . . Helena, C. K. Wells co., 1892. 128p.

Nebraska

1. Gilmore, Sylvia C.
Nebraska documents. (Practically completed)
Thesis (A.M.), University of Illinois.
2. Card catalogs of the University of Nebraska library and of the Nebraska state library.

Nevada

1. Nevada. Superintendent of state printing.
Biennial report. 1899-1900-1921-22. Carson City, Nev., 1901-23.

Issued also in the Appendix to Journals of Senate and Assembly . . . of the Legislature of the state of Nevada.

Reports for the above mentioned years include a detailed statement of printing for the various departments of the state government.

New Hampshire

1. There is a complete card catalog of New Hampshire documents in the New Hampshire state library.

2. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United States: New Hampshire, 1789-1903. [Washington], Carnegie institution of Washington, 1907. 66p. (Publication, no. 85)

3. New Hampshire. State library, Concord.

Check-list of New Hampshire laws, 1789-1891. Public acts, 1789-1834, public and private acts, 1835-1891. (Report of the State librarian to the New Hampshire legislature for the year ending Oct. 1, 1892. Concord, 1892. p. 105-17)

New Jersey

1. Card catalogs of Princeton university library and of Rutgers university library and of the New Jersey state library.

2. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United States: New Jersey, 1789-1904. Washington, Carnegie institution of Washington, 1914. 705p. (Publication, no. 85)

3. New Jersey. State library, Trenton.

Check-list of annual reports and other current publications issued by or under the authority of the state of New Jersey. July 1, 1915. Compiled by John P. Dullard, state librarian. Trenton, N.J., 1915. 12 p.

4. Nelson, William.

Bibliography of the printed proceedings of the Provincial assembly [of New Jersey], 1707-1776 [and of the printed acts of the Legislature of New Jersey, 1703-1800, and ordinances of the governors] (New Jersey. Public record commission. Report. 1899. Somerville, N.J., 1899. vol. 1, p. 31-93)

New Mexico

1. Shelton, Wilma Loy (University of New Mexico) is preparing a check-list of the official publications of New Mexico.

New York

1. Card catalogs of New York state library and New York public library.

2. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United States: New York, 1789-1904. [Washington], Carnegie institution of Washington, 1907. 553p. (Publication, no. 85)

3. Hasse, Adelaide Rosalie.

Some materials for a bibliography of the official publications of the general assembly of the colony of New York, 1693-1775. [New York, Public library, 1903] 73p. (Bulletin of the New York public library, Feb.-Apr., 1903. vol. 7, p. 51-79, 95-116, 129-51)

4. New York (State). Legislature.

General index to the legislative documents of the state of New York from 1777 to 1888, inclusive. Prepared pursuant to a joint resolution of the Senate and Assembly. Albany, J. B. Lyon, state printer, 1891. 975p.

5. Jewett, A. L.

Official publications of the state of New York relating to its history as a colony and state, 1917. (New York state library. Bulletin 59)

North Carolina

1. Card catalogs of the University of North Carolina and of the North Carolina state library.

2. Thornton, Mary L.

North Carolina state publications. (In North Carolina library bulletin, Sept., 1921, vol. 4, no. 12).

Includes only serial publications.

3. The University of North Carolina library is now preparing a bibliography of the official publications of North Carolina under the direction of Miss Mary L. Thornton.

North Dakota

1. Card catalogs of the University of North Dakota library and of the North Dakota historical society library.

Ohio

1. Card catalogs of Ohio state library, Ohio state archeological and historical society and of the University of Ohio library.

2. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United States: Ohio, 1787-1904. [Washington], Carnegie institution of Washington, 1912. 2 vols. (1136p.)

3. Ohio. State library, Columbus.

Publications of the state of Ohio. 1929. Columbus, Ohio, 1930. 12p. Mimeographed. Compiled by E. W. Hartley, document librarian.

4. Ohio. Secretary of state.

Check-list of Ohio public documents. Columbus. 1, 1933+

Oklahoma

1. Wright, Icelle E. (Oklahoma agricultural and mechanical college library, Stillwater) is working on a bibliography of Oklahoma documents.

2. Card catalogs of the University of Oklahoma library and check-list of Oklahoma historical society.

Oregon

1. List of official publications of Oregon is in preparation by E. Ruth Rockwood. Completed through 1925.
2. Card catalogs of Oregon university, Oregon historical society library and Oregon state library.

Pennsylvania

1. Card catalogs of Pennsylvania state library, of the University of Pennsylvania, and of the Free library of Philadelphia.

2. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United states: Pennsylvania, 1790-1904. [Washington], Carnegie institution of Washington, 1919-22. 3 vols. (1711p.) (Publication, no. 85)

3. Pennsylvania. State library, Harrisburg.

Check-list of the laws, minutes, journals, and documents of the state of Pennsylvania. 1682-1901 (Report of the State librarian of Pennsylvania, 1903. [Harrisburg], 1904. p. 115-213)

4. Pennsylvania. State library, Harrisburg.

Check-list of laws and statutes of Pennsylvania from 1714 to 1901 in the Pennsylvania state library. (Report of the State librarian of Pennsylvania, 1904. [Harrisburg], 1905. p. 103-20)

Rhode Island

1. Brigham, Herbert O.

Check-list of serial publications of Rhode Island. 1931. 36p.

Mimeographed.

2. Hasse, Adelaide Rosalie.

Index of economic material in documents of the states of the United States: Rhode Island, 1789-1904. [Washington], Carnegie institution of Washington, 1908. 95p.

3. Rhode Island. State library, Providence.

Check-list of legislative documents in the Rhode Island state archives, by Grace E. Macdonald, Rhode Island state library. Providence, The Oxford press, 1928. 24p. (Rhode Island. Secretary of state. State bureau of information. Annual bulletin, no. 1)

4. Bongartz, J. Harry.

Check-list of Rhode Island laws. Providence, 1893. 8p.

5. Rhode Island imprints; a list of books, pamphlets, newspapers, and broadsides printed at Newport, Providence, Warren, Rhode Island between 1727 and 1800. Providence, The Society, 1915. 88p.

South Carolina

1. Card catalogs of the University of South Carolina and of the Charleston-library society.

South Dakota

1. Krueger, Ruth.
South Dakota documents. (In preparation)
Thesis (A.M.), University of Illinois.
2. Card catalogs of University of South Dakota library and of the South Dakota historical society.

Tennessee

1. Through CWA help the Tennessee state library under Mrs. John T. Moore's supervision has been compiling a check-list of the publications of Tennessee university.
2. Card catalogs of the University of Tennessee library and of Vanderbilt university library.
3. Tennessee. State library, Nashville.
Catalogue—Tennesseana. (Biennial report of the State librarian of Tennessee, 1911-12. Nashville, 1913. p. 31-133)

Texas

1. Eckert, Flora.
Texas documents. (In preparation)
Thesis (A.M.), University of Illinois.
2. Card catalogs of the University of Texas library and the Texas state historical association library.
3. The Biennial reports of the Texas state library and historical commission contain a list of Texas documents distributed.

Vermont

1. Card catalog of the Vermont state library
2. Gilman, Marcus Davis.
The bibliography of Vermont: or, A list of books and pamphlets relating in any way to the state. With biographical and other notes. Burlington, 1897. 349p.
3. Hasse, Adelaide Rosalie.
Index of economic material in documents of the states of the United States: Vermont, 1789-1909. [Washington], Carnegie institution of Washington, 1907. 71p. (Publication, no. 85)

Virginia

1. Virginia. State library, Richmond.
Check-list of Virginia state publications. Richmond, Division of purchase and printing. 1, 1926+ (Bulletin of the Virginia state library. vol. 16, no. 4, etc.)
2. Virginia. State library, Richmond.
... A bibliography of Virginia. Part II: Titles of the printed official documents of the commonwealth, 1776-1916. By Earl G. Swem, assistant

librarian. Richmond, D. Bottom, superintendent of public printing, 1917. 1404p. (Bulletin of the Virginia state library. vol. 10, no. 1/4)

3. Virginia. State library.

A bibliography of Virginia. Part IV: Three series of sessional documents of the House of delegates, 1861-63, by Wilmer L. Hall. Richmond, D. Bottom, superintendent of public printing, 1932. (Bulletin of the Virginia state library. vol. 18, no. 2, p. 57-96)

4. Cappon, Lester Jesse.

Bibliography of Virginia history since 1865. University, Va., Institute for research in the social sciences, 1930. 900 p. (University of Virginia. Institute for research in the social sciences. Institute monograph, no. 5)

Washington

1. Washington university library has been working on a comprehensive check-list of the official publications of Washington.

2. Card catalogs of the University of Washington library, Washington state library, and Seattle public library.

3. Washington (State). State library, Olympia.

A reference list of public documents, 1854-1918, found in the files of the State library. Published by the State librarian. Olympia, F. M. Lamborn, public printer, 1920. 51p.

J. M. Hitt, state librarian.

West Virginia

1. West Virginia. Department of archives and history.

A bibliography of the journals and public documents of West Virginia which have been issued since the formation of the state. (West Virginia Dept. of archives and history. Second biennial report. [Charleston, 1908 ?] p. 13-63)

Wisconsin

1. Card catalog of the State historical society of Wisconsin library and of the Wisconsin free library commission.

2. A check-list of Wisconsin public documents down to 1912 is in possession of the Society in manuscript form. It was prepared by Isaac Bradley.

3. Wisconsin. Free library commission.

Check-list of the journals and public documents of Wisconsin. Madison, Democrat printing co., state printer, 1903. 179p.

Prepared in the documents department of the commission under the direction of Charles McCarthy and revised by Adelaide R. Hasse.

4. Wisconsin. State historical society.

Check-list of Wisconsin public documents. [Madison]. 1, Jan. 1917+ Monthly.

Wyoming

1. Card catalogue of the University of Wyoming.

APPENDIX B

RULES FOR PREPARING CHECK-LIST BIBLIOGRAPHIES
OF AMERICAN STATE PUBLICATIONS¹

1. *L. C. cards and rules.*—*The Library of Congress rules of cataloging, especially as to form and style of entry, should be followed with the exceptions which will be noted in certain paragraphs below.*²
2. *Entry.*—The entry for state publications or series of publications should be *corporate*, that is, the states are to be considered as authors of the publications issued by them or under their auspices. The names of the departments, bureaus, etc., from which the publications emanate are to be given as subheadings. For the sake of clarity, this corporate author should be placed on a separate line.

Alabama. Geological survey.

Report on the geology of the coastal plain of Alabama, by Eugene A. Smith, Lawrence C. Johnson, and Daniel W. Langdon, jr., with contributions to its paleontology, by T. H. Aldrich and K. M. Cunningham. 1894. 759p.

Use for subheading the name of the office rather than the title of the officer, e.g., California. Dept. of finance; not California. Director of finance. (Cutter, 53) Occasionally the title of the officer is the only name of the office. In that case it is to be adopted as a subheading, e.g., Illinois. State entomologist.

The name of the occupant of the office, preceded by the dates of his incumbency, may be added to the entry under Governor in order to bring together the publications issued during a given administration. (A.L.A. 58)

California. Governor, 1923-1927 (Friend W. Richardson)

California. Governor, 1931-1934 (James Rolph)

3. *Bureaus or offices subordinate to a department.*—Bureaus or offices subordinate to a department should be entered directly under the state, not as a subheading under a department. Minor divisions and offices are

¹ In preparing this set of rules, I am greatly indebted to Mrs. Grace G. Wilcox, a staff member of the University of Chicago libraries. Acknowledgment is also due Mr. Julian Leavitt, executive administrator of the Catalog division of the Library of Congress, who supplied the detailed rules that are followed by the Library of Congress in cataloging government documents.

² This is desirable (1) because they represent a high level of achievement; (2) because there are now more than forty-seven thousand printed cards for state documents that represent years of painstaking labor by competent catalogers; (3) because the Library of Congress will continue to be the principal agency in the cataloging of American state documents and its printed cards will be available to libraries.

usually to be subordinated to the department or bureau of which they form a part. (A.L.A., 59)

California. Dept. of finance.

California. Board of horticulture. Division of entomology.

California. Bureau of tuberculosis.

4. *State institutions*.—State institutions are to be entered under the name of the state. Include in the heading the name of the place where the institution is located, e.g., Illinois. Asylum for insane criminals, Chester.
5. *Agricultural experiment stations (U.S.)*.—Enter agricultural experiment stations of the United States under the name of the state in which they are organized. Include in the heading the name of the place where the station is located. Refer from the university or college of which the station may form a department; from the name of the station, if it is at all distinctive, and from the name of the place where it is located. (A.L.A., 92)

New York (State) Agricultural experiment station, Ithaca, with references from Cornell university. Agricultural experiment station; Ithaca, N.Y., Agricultural experiment station.

6. *State historical and agricultural societies, bar associations, academies of science, and other semi-official bodies*.—Enter state historical and agricultural societies and other semi-official bodies under the state. If the corporate name begins with the name of the state, the corporate form is to be followed; if not, the name of the state is to be followed by a period, and the second word of the heading is to be capitalized.

New York state historical association.

South Carolina. State agricultural society.

7. *Laws*.—Enter under state with subheading Laws, statutes, etc., the following classes of publications:

a) General codes

Illinois. Laws, statutes, etc.

The Revised statutes of the state of Illinois. A.D. 1874. Comprising the revised acts of 1871-2 and 1873-4, together with all other general statutes of the state, in force on the first day of July, 1874. Comp. and ed. by Harvey B. Hurd, commissioner of revision. By authority of the General assembly. Springfield, Illinois journal company, 1874. 1235p.

b) Civil codes

Code of civil procedure

Code of civil practice

Illinois. Laws, statutes, etc.

The civil administrative code of the state of Illinois with amendments in force July 1, 1929. Comp. by W. J. Stratton. Springfield, 1929. 43p.

- c) Penal codes
 - Code of criminal procedure
 - Code of criminal practice
- d) Judicial codes
- e) Political codes
- f) Official editions of a special act or acts on a particular subject, whether annotated or un-annotated (e.g., banks, income tax, etc.)
 - Alabama. Laws, statutes, etc.
 - Child labor law. Code of Alabama 1923. As amended by the Legislature of 1931. [1931] 15p.
- g) Non-official editions or compilations of acts not annotated and not identified with a personal compiler, publisher-editor association, or other corporate compiler

Enter under state with subheading of department or bureau issuing compilations and treatises on the law (or laws) of special subjects: Banking, Currency, Employers' liability, Workmen's compensation, Taxes, etc. Subject compilations of laws and session laws, when issued periodically, may be treated as serials. In the case of session laws, the same rules may apply as indicated in section 11.

8. *Constitutions and constitutional conventions.*—Constitutional conventions, that is, the minutes and debates and the constitutions themselves should be treated as separates. Enter a constitutional convention under the name of the state with subhead Constitutional convention followed by date, e.g., California. Constitutional convention, 1849. Enter constitutions under name of the state with subheading Constitution, e.g., California. Constitution.
9. *Biographical and historical notes.*—Before any titles are listed under any body (dept., board, bureau, commission, etc.) historical notes concerning that body should be given. These notes should be brief but include the following information: date of organization or establishment (with reference to statute or session law), definition, and statement of function, with date of all important changes in function, date of incorporating other bureaus or of being incorporated by another bureau, division, etc., dates of termination or reorganization, all changes of name with dates and cross-references from earlier forms of name to latest. Bibliographical notes should be included giving authority for each statement. Historical or important bibliographical notes for any serial or separate publication should immediately follow that title and should not in any way be confused with similar information which applies to the department, bureau, board, etc., as a whole.
10. *Serial entries.*—A serial publication should be entered under the latest corporate name of the issuing body. The latest title should be used, following the wording of the title page exactly. It is not necessary to repeat

the name of the issuing body in the title. If the title or the name of the issuing body vary, a "Title varies" note should be given stating exact terminal dates for each title. Necessary references should be made from earlier to later forms. For the sake of brevity, the "Title varies" note should follow the form adopted by the *Union list of serials* rather than the form followed by the Library of Congress.

California. Geological survey.

Letter of the state geologist relative to the progress of the state Geological survey. 1861-73//

An., 1861-63; bien., 1864-73.

1861, 64/65-66/67, 70/71 as Letter of the state geologist relative to the progress of the state Geological survey; 1862-63 as Annual report of the state geologist; 1868/69 as Report of the state geologist on the condition of the Geological survey; 1872/73 as Statement of the progress of the state Geological survey.

When two or more bureaus, departments, etc., which have had an independent existence unite to form a new body, they are to be entered under their own names up to the time of union. All later publications should be listed under the new body with adequate cross-references.

a) *Imprint.*—

The title of each serial publication is followed by the statement of volumes where needed; and the date or dates covered by the first issue.³ The diagonal (/) between dates indicates that part but not all of each stated year is given. The dash (—) indicates that all of each stated year is included. For example, an annual report covering the period from July 1, 1931 through June 30, 1932 would be indicated as follows: 1931/32. A biennial report covering the period January 1, 1931 through December 31, 1932 would be indicated as follows: 1931-32. A biennial report covering the period from July 1, 1931 through June 30, 1933 would be indicated as follows: 1931/33.

If the serial represents an open entry (i.e., is published currently) the date or dates covering the period for which first issued should be followed by a plus (+).

Massachusetts. Dept. of banking and insurance. Division of banks and loan agencies.

³ The place of publication should be indicated only if other than the state capital. As a rule, state publications are published in the capital; but there are exceptions to this rule, especially when special commissions are given special funds and freedom to print their own publications. The name of the printer should follow the place of publication, if given, only in the case of rare items, and then only if it is not the regular state printer.

Alabama. Geological survey, 1848-1857

Biennial report on the geology of Alabama. Tuscaloosa, Printed by M. D. J.

Slade. 1-2, 1848-55//

Imprint of v. 2: Montgomery, N. B. Cloud, state printer.

Annual report of the supervisor of loan agencies.

1, 1911+

If it represents a closed entry (i.e., a publication that has been discontinued) it should be followed by a dash (-) and the date or dates covering the period for which last issued should be given followed by two parallel lines (//).

New York (State) Commission on employers' liability. Reports to the Legislature. 1910-11 //

In general, the method employed in the *Union list of serials*, as well as in the *List of serial publications of foreign governments* to indicate whether publications are current or extinct should be followed in this work.

b) Notes.—

Notes should follow the title and imprint on separate lines and in general should follow the order adopted by the Library of Congress for its printed cards. The following points are among those which should be covered.

Cover or caption title, if important

Frequency of publication unless indicated in title

Volume numbers irregular

Report year ends

Notes of connection with other publications

Title varies

Indexes

Supplements

11. *Legislative journals, senate and house debates*.—The same rules may apply to legislative journals and senate and house debates as do to other serial publications (see rule 10). Adequate notes should be made to indicate extra or special sessions. In cases where the entries are very complicated a detailed single line entry may be made for the product of each legislative session giving number, session dates, imprint date of volume and colation.

California. Legislature. Assembly.

Journal. 1st sess., 1849+

Bien.; an., 2d-14th sess.

Extra sessions: 1881, 1884, 1900, 1910, 1911, 1915, 1926, 1928.

12. *Collected documents*.—Collected documents should be treated as serials following the same rules as above (see rule 10).

Illinois.

Administrative report of the directors of departments under the civil administrative code together with the adjutant general's report. 1917/18+

When a publication is issued separately and is also included in the collected documents a note should be made under the separate publication indicating the exact years for which it is included in the collected documents.

Illinois. Dept. of finance.

Annual report. 1917/18+

Report year ends Je. 30.

1917/18 also in Illinois. Administrative report of the director of departments. 1917/18.

13. *Separates*.—Enter separates under the latest corporate name of the issuing body. The name of the author, editor, or compiler, if important, should be included in the title, or, if not on the title page, should be indicated in a footnote. The name of the chairman of a commission, if important, should be indicated in a footnote.

Follow Library of Congress rules with the following exceptions:

a) Imprint.

Include in the imprint the date of publication only.

Include place of publication and printer only in cases cited in rule 10a footnote.

b) Collation.

The collation should follow the imprint on the same line and should include only the main paging (omitting illus., tables, etc., and size). Series notes should be indicated.

Pennsylvania. Commission on compensation for occupational diseases.

Occupational disease compensation. A report . . . to Gifford Pinchot, governor. 1933. 102p.

T. Henry Walnut, chairman.

Alabama. Dept. of archives and history.

Check-list of newspaper and periodical files in the Department of archives and history. 1904. 65p. (*Its Bulletin*, no. 3)

14. *Arrangement*.—All entries both serial and non-serial should be arranged in one alphabet. Alphabetize under the key word which shows the function of the department or bureau and which may be indicated by some special form of type, e.g., italics or capital letters. When either of two or more words might be considered the key word, enter under the one which seems the most important, and refer from the others.

California. Industrial *accident* commission. See California. *Industrial accident* commission.

California. Dept. of *education*. Division of *health* and physical education.

California. Dept. of *education*. Division of *immigrant* education.

California. Dept. of *education*. Division of health and *physical education*. See California. Dept. of *education*. Division of *health* and physical education.

California. State *geologist*.

California. Commission of *horticulture*.

California. Dept. of *public instruction*.

California. Dept. of *social welfare*.

15. *Abbreviations and symbols*.—Since some bibliographers will want to use abbreviations in preparing state copies of material for the national editor, the following abbreviations are suggested.

General

app. appendix	no. number	ser. series
dept. department	p. page, pages	sess. session(s)
dir. director	pt. part	unp. unpagged
mim. mimeographed	pts. parts	v. volume
misc. miscellaneous	rev. revised	

Abbreviations for Months

Ja	Mr	My	Jl	S	N
F	Ap	Je	Ag	O	D

Frequency of Publication

an. annually	m. monthly
bien. biennially	q. quarterly
bim. bimonthly	semian. semiannually
irr. irregular	semiw. semiweekly
	w. weekly

Symbols

+ in the title following the date when the publication was first issued means an open entry, i.e., the publication is still being issued.

? information incomplete.

// series or serial closed.

A. F. KUHLMAN

UNIVERSITY OF CHICAGO LIBRARIES

CONDITIONS AFFECTING USE OF THE COLLEGE LIBRARY

THE PROBLEM

THE present age is one in which books are playing an ever increasing part. The United States publishes more than eight thousand books each year. Many hundreds of others are imported from other countries. All these are additions to the millions of books already in existence. Even professional specialists are hard pressed to keep abreast of the publications in one narrow field. How much greater is the problem of the ordinary person who wishes to find in this ocean of books those which will contribute to his understanding of life.

Educators are aware of this difficulty. They are concerned perhaps more seriously than ever before that students shall attain by experience an ability to use intelligently the stores of books that are almost everywhere made available for public use. Hence college instruction is coming to depend more and more upon wide use of the college library.¹

The college library must operate efficiently in the face of this increased emphasis on reading. There must be not only larger and better book collections, larger facilities for reading, and an organization of books in terms of curricular requirements, but also a continuous survey of student's needs and interests. The present investigation undertakes to supply certain data of the sort required to achieve a planned economy of library administration. Essentially, it attempts to develop a procedure whereby student use of the library may be most efficiently evaluated in terms of conditions peculiar to a particular institution, to a particular group of students, and to a particular academic department.

¹ Cf. F. W. Reeves and J. D. Russell, "The Relation of the college library to recent movements in higher education," *Library quarterly*, I (January, 1931), 59.

Procedure.—During the spring semester of 1932-33, seven college libraries² in the North Central area recorded all the titles borrowed by each student. These records included not only "reserved" and "non-reserved" (or free) loans, but also renewals and successive uses of a single title. The record did not include student use of reference volumes or magazines. Nor did it include reading from sources other than the college library.

The registrars of the seven colleges listed the courses taken by each student and the grades received in each. The facts concerning library holdings and finance were obtained from data secured for the North Central Association study of library standards.

SOME FACTORS OF STUDENT LIBRARY USE

Four conditions among others may be assumed to influence student reading appreciably; namely, (1) sex, (2) class—i.e., differences between freshmen, sophomores, juniors, and seniors, (3) scholarship, and (4) environment of the given institution as contrasted with others. Differences in use of the library influenced by these conditions will be described by total number of books borrowed (reserved and free loans combined).³

Sex differences.—Table I shows the titles borrowed by men and women. The number of titles for men and women differs widely, women students being the heavier readers.⁴

Several factors may account for the fact that women borrow more than men. First, it is highly probable that the amount of time spent in reading does not vary so greatly in favor of women as the number of books withdrawn. In a study of 2,695 teachers-college students, Waples found the following:⁵

Thus while women read on the average more books, they ac-

² Certain considerations make it inadvisable to refer to the colleges by name. When the names are needed for future studies, requests may be addressed to the author.

³ Differences in use of the library by class, sex, scholarship, and college groups are constant whether loans be considered *en bloc* or divided into reserved and free loans.

⁴ Over twenty times the P.E.

⁵ D. Waples and M. Birkeland, "Reading interests and social attitudes." Unpublished manuscript to be published as a part of the National survey of the education of teachers, 1932.

tually spend less time in reading per week, according to their own estimates; they can read faster and more widely than men in the same length of time. Men, on the other hand, spend more time in reading per week, a slightly larger per cent of which is spent on newspapers. Further evidence is available in that the grade-point average for all women is 3.06 as compared with 2.88 for all men.

TABLE I
MEAN NUMBER OF TITLES BORROWED BY MEN AND WOMEN

	Number in Group	Mean Number of Titles Borrowed
Women.....	1,169	22.17 ± .374
Men.....	1,109	13.17 ± .252
Difference in favor of women.....		9.00 ± .427
All students.....	2,278	17.79 ± .207

TABLE II
BOOKS, MAGAZINES, AND NEWSPAPERS READ BY
TEACHERS AND COLLEGE STUDENTS

	Men	Underclass Women	Upperclass Women
Mean number of books read last week.....	1.11	1.45	1.55
Mean number of magazines read regularly.....	2.03	2.03	2.38
Mean number of newspapers read regularly.....	2.02	1.69	1.76
Mean number of hours spent in reading per week.....	5.52	4.52	5.18

Class differences.—Table III shows the titles borrowed by each class. Freshmen and sophomores differ appreciably from juniors and seniors. While the range is not great, the widest differences among classes are between sophomores and juniors. From this we conclude that class differences are most economically described in terms of upperclassmen versus underclassmen.

Carnovsky⁶ has suggested that differences in the reading of

⁶ L. Carnovsky, "The Dormitory library," *Library quarterly*, III (January, 1933), 37-66.

class groups may be explained by the fact that some selection takes place during each year of college, i.e., the poorer students, in terms of scholarship and reading ability, fail to return to school or are dismissed because of poor records. The grade-point averages of different classes illuminates this contention. These are:

Freshmen, 2.77	Junior, 3.08
Sophomore, 2.95	Senior, 3.21

Thus the average scholarship of each class level tends to increase with each succeeding year in college, and hence the im-

TABLE III
MEAN NUMBER OF TITLES BORROWED BY EACH CLASS GROUP

Group	Number in Group	Mean
Freshmen.....	747	15.75 ± .352
Sophomore.....	619	16.06 ± .332
Junior.....	465	19.31 ± .454
Senior.....	448	22.00 ± .381

plication that the students with poor reading habits are dropped from college.

Unless one denies entirely the value of a college education, the experience of previous years undoubtedly tends to improve students of the upper classes as readers.

Again, the tendency in higher education today is toward increased freedom and development of the student's initiative at the senior-college level. Exemption from class assignments, presence of individual-work courses and honors courses, all result in more reading on the part of upperclassmen.

Scholarship.—To contrast loans to students representing different levels of scholastic attainment at different institutions it is clearly necessary to have an index for scholarship. Of those commonly used, the most convenient to apply is probably the course "mark" expressed in terms of "grade-points." Holzinger's discussion of the normal probability curve⁷ illustrates the

⁷ Karl J. Holzinger, *Statistical methods for students in education* (Boston: Ginn & Co.), p. 221.

method employed. By this process, a comparable grade-point value is assigned to each letter grade at each institution. A grade-point average is computed for each student and this value is used to represent scholarship standing. The number of titles read by each student has little to do with the grade-point average ($r = +.173 \pm .020$ for the entire group of 2,278 students).

Since the correlation between scholarship and amount of reading is low, the question arises, to what extent do students of high scholastic standing use the library more than students of

TABLE IV
MEAN NUMBER OF TITLES BORROWED BY STUDENTS
GROUPED ACCORDING TO SCHOLARSHIP

Scholarship Group	Number in Group	Mean Number of Titles Borrowed	Difference
3.60-5.00 B average or above.....	447	22.65 \pm .595	3.55 \pm .667
2.60-3.59 C average to B.....	1,123	19.10 \pm .302	
1.60-2.59 D average to C.....	644	16.61 \pm .369	2.49 \pm .476
0.20-1.59 Lower than D average.....	64	11.56 \pm .942	5.05 \pm 1.012

low scholarship standing? Table IV gives the mean number of titles borrowed by students grouped as to scholarship. The differences among the groups are statistically significant: they are more than four times their probable errors. That is to say, good students tend to borrow, on the average, more titles than poor students.

A partial explanation of the low correlation between number of loans and scholarship may be found in the factor of reading ability. Good students can read fast, while poor students must reread often to master a given assignment.

Again, the computation of the grade-point average includes all courses. Had such courses as laboratory courses, first-year language courses, and others which normally require little li-

brary reading been excluded, the relation might have been higher. Further information on this question is presented later.

Institutional differences.—Table V gives the mean number of titles borrowed by students grouped according to college. The differences among institutions are all significant since they are based on total enrolment. Some, however, are clearly much greater than others.

TABLE V
MEAN NUMBER OF TITLES BORROWED BY STUDENTS
OF EACH COLLEGE

	Means Equated to Represent 98 Days Each
College A.....	19.70
College B.....	18.04
College C.....	11.46
College D.....	29.40
College E.....	23.32
College F.....	17.35
College G.....	14.93

A comparison of Table V with Tables I, III, and IV reveals that institutional differences outweigh class, sex, and scholarship differences. For example men at College D borrow more titles than women at Colleges G, C, or B.

From these data we conclude that institutional objectives, methods of instruction, and provisions for library service are more important in determining the extent to which students use the library than such factors as the distribution of the student body into class and sex groups.

Summary.—The foregoing data are presented to indicate how student use of the library may be identified and analyzed. Evidence will be presented later to show that the above conditions may be reversed in the case of a particular institution. How far they are applicable to a given college can be determined only by individual study at that college. Hence the necessity of recording and analyzing student loans as a prelude to organization for wider service in the library.

Furthermore, these data indicate the point at which efforts to

increase library use might well be aimed, namely, the undergraduate men of low scholastic standing, and the other groups in proportion to the extent to which they are non-library users. Any careful program of stimulation should begin with a complete analysis of the library's patronage, followed by efforts to interest those groups whose college habits take little notice of the library.

LIBRARY USE FOR SPECIFIC DEPARTMENTS

To relate instruction to student reading, we divided the titles borrowed into "curricular" and "extra-curricular," meaning related or unrelated to the students' program of study.⁸ Of reading so classified, 91 per cent (all titles borrowed) is curricular. Although this does not mean that 91 per cent of the reading is "required," it shows that most student reading is at least course-inspired. And since instructors so largely influence the reading that students do, it is important to discover the nature of such influence and how it varies among the departments.

Amount of reading in different course fields.—Table VI gives the mean number of titles borrowed in each department of the seven institutions. Library use is consistently high in two groups of departments: namely, the humanities, represented by such courses as English, philosophy, and religion; and the social sciences, represented by education, sociology, and economics. The natural sciences rank low.

The correlation between departments ranked according to mean number of reserved books borrowed and mean number of free books borrowed is $+ .654$. Thus there is some tendency for the same courses to use the library similarly for both types of reading.

Although the classification is by no means exact, social sciences use more reserved books and the humanities more free books. This implies that libraries contain more books in the

⁸ The classification into "curricular" and "extra-curricular" is on the basis of courses taken rather than upon required or assigned reading. Thus all books read concerning education would be classed as curricular if the student were enrolled for a course in education. Extra-curricular reading is reading which clearly does not pertain to any of the courses taken.

field of humanities than in the social sciences. A library containing relatively few good books in the social sciences would need to reserve a larger proportion to make them equally available

TABLE VI
MEAN NUMBER OF TITLES BORROWED PER STUDENT
IN EACH COURSE FIELD

Course Field	Mean Number of Titles
Orientation.....	9.18
English.....	6.00
History.....	5.48
Education.....	5.04
Sociology.....	4.20
Political science.....	3.60
Philosophy.....	3.06
Home economics.....	2.94
Psychology.....	2.58
Religion and Bible.....	2.33
Economics.....	2.16
Music.....	1.98
Classics.....	1.84
Zoology, biology and eugenics.....	1.63
Dramatics and play production.....	1.62
Speech, debate.....	1.38
Fine arts.....	1.08
Romance languages.....	1.01
German.....	0.98
Geology.....	0.74
Physical education.....	0.49
Hygiene and physiology.....	0.46
Journalism.....	0.46
Physics.....	0.39
Botany.....	0.35
Mathematics.....	0.21
Chemistry.....	0.17

to all students than would another course field, e.g., humanities, in which necessary books are more numerous.

In the institutions studied, there is a tendency for the largest departments (in terms of student enrolment) to rank relatively high on:

- a) Number of student loans ($r = +.454$, language and natural-science courses being the obvious exceptions).
- b) Number of titles and copies reserved ($r = +.77$; psychology courses reserve few titles, but many copies of each title which are widely read).
- c) Amount of money spent for new books each year. There are certain exceptions to this which indicate that appropriations for departments should not be based on number of students alone.

Randall⁹ has defined certain factors with respect to cost of books and number of new books published annually in certain fields. When data on the use of books such as those described above are combined with information concerning publications in specific fields, a much more scientific procedure will be available for drawing up the library book budget.

The evidence presented shows that use of the library varies for different departments. Certain departments use the library more for reserved books, others more for free books. A noticeable gap in the data is the extent to which reference books and periodicals are used. If information concerning use of these types were included, the library could accurately describe the nature and extent of library service to such departments. To date libraries tend to meet departmental needs as they occur with consequent inefficiency and injustice.

Relation between scholarship and loans in different fields.—By classifying reading by course fields, we can relate reading to scholarship in each field. This was done for three departments, English, history, and education. These three have the dual advantage of enrolling many students and of demanding extensive reading. Table VII gives the correlation coefficients between number of titles loaned and the grade received by each student for each of the three departments. Table VII shows a slightly higher relation between scholarship and loans when the analysis is limited to specific departments and to the grades obtained in those departments. And yet there is considerable disparity between reading and scholarship. This condition suggests several implications affecting the administrator, instructor, and librarian.

⁹ William M. Randall, "The College library book budget," *Library quarterly*, I (October, 1931), 421-36.

First, the data suggest that reading assignments are not selected with sufficient reference to students of superior ability. Good students often read no more than the minimum assignments because they are not interested in the other suggested books. The importance of this is emphasized by the fact that 91 per cent of the reading of students is definitely related to courses. Since the instructor's rôle in defining reading is so great, he should take into consideration the relative abilities of various students and attempt to select readings better suited to their needs.

TABLE VII
CORRELATION BETWEEN GRADE RECEIVED IN EACH COURSE AND
TOTAL NUMBER OF TITLES BORROWED IN THE SAME FIELD

College	<i>r</i> for History	<i>r</i> for English	<i>r</i> for Education
D.....	+ .271 ± .053	+ .172 ± .052	+ .136 ± .079
E.....	+ .162 ± .060	+ .085 ± .055	+ .426 ± .083
F.....	+ .200 ± .039	+ .327 ± .031	+ .274 ± .043
C.....	+ .007 ± .080	+ .393 ± .064	+ .059 ± .080
B.....	+ .376 ± .062	+ .224 ± .075	+ .045 ± .100
G.....	+ .118 ± .066	- .038 ± .084	+ .333 ± .057
A.....	+ .291 ± .095	+ .110 ± .062	+ .137 ± .093

Another reason for the variation between reading and scholarship is that many students who read widely for a given course receive low marks. This indicates that some students waste their time on reading, so far as academic recognition is the test. In extreme cases, i.e., where students find it necessary to re-read a single assignment several times, remedial procedures to teach the student to read are clearly needed.

Summary.—The data show plainly enough that the library cannot meet departmental needs without more satisfactory records of library use than are made in most libraries at present. Such records are necessary for efficient administration and serve certain purposes.

First, they show the extent to which students in each department are being encouraged to use the library. The fact that most library reading is curricular does not mean that the librarian has nothing to do with it. It defines a wide field of serv-

ice which can be explored only through complete and efficient records.

Second, such records are needed to apportion the book budget. So long as the expenditure for specific departments is based on the amount spent the previous year, professors will rightly complain of the static condition. When the librarian can show, however, the relative extent to which departments use the library, and the types of material used, there can be no serious quarrel with the relative apportionment of funds.

INSTITUTIONAL DIFFERENCES IN STUDENT READING

Institutional differences in loans to class, sex, and scholarship groups.—Table VIII compares the number of loans to each student group at each institution.

TABLE VIII
MEAN NUMBER OF TITLES BORROWED BY VARIOUS STUDENT
GROUPS AT EACH INSTITUTION

College	Mean for All Students	Rank	Mean for Men	Rank	Mean for Women	Rank	Mean for Upper-classmen	Rank	Mean for Under-classmen	Rank	Mean for High Scholarship Students	Rank	Mean for Low Scholarship Students
D.....	29.40	1	20.14	1	39.99	1	32.01	1	27.89	1	33.78	1	24.65
E.....	23.32	2	.....	.....	23.32	3	22.30	4	23.77	2	23.11	2	24.00
A.....	19.70	3	15.22	3	24.49	2	22.66	3	17.51	3	21.77	3	17.92
B.....	18.04	4	17.57	2	19.66	5	24.36	2	15.01	4	19.26	4	17.36
F.....	17.35	5	13.00	5	21.51	4	21.24	5	14.18	5	20.51	5	15.16
G.....	14.93	6	13.76	4	17.67	6	17.89	6	13.07	6	18.62	6	11.90
C.....	11.46	7	5.31	6	16.38	7	15.37	7	9.35	7	14.49	7	7.81

The data show that to differentiate institutions at either end of the scale it matters little whether loans are distributed by sex and class groups or reported as a gross total. For institutions at the middle of the scale, however, there is some variation when different factors are taken into account (see College *B* for example). Distinctions between sexes are most important; distinctions between students of different scholarship levels are least important, when used as a basis for institutional comparison.

It is apparent that no single figure can represent student use of the library. One might assume that when the total per-capita loans at a given institution are many, that it is being widely used by all student groups. But Table VIII shows this contrary to fact. A library may be widely used in general and still neglect particular groups. Librarians cannot assume that good books will appeal to all students alike. Hence each student group must be studied and supplied with suitable material to the extent of known variations in need and use. It cannot be assumed that all students will use the library to the same extent, for the data show that they do not.

TABLE IX

MEAN NUMBER OF RESERVED BOOKS, RESERVED CHARGES, FREE CURRICULAR TITLES AND FREE EXTRA-CURRICULAR TITLES LOANED TO STUDENTS IN EACH COLLEGE

College	Mean Number of Reserved Titles	Mean Number of Reserved Charges	Mean Number of Free Curricular Titles	Mean Number of Free Extra- Curricular Titles
E.....	19.49	37.49	2.57	1.26
D.....	19.37	35.77	9.65	1.38
A.....	12.58	24.27	4.69	2.44
G.....	10.48	26.38	3.26	1.19
C.....	8.43	19.67	1.43	1.61
B.....	8.41	24.50	6.32	3.31
F.....	7.92	20.63	7.96	1.47

Institutional differences in reserved and free reading.—We come now to the question, do colleges ranking high on the number of reserved books borrowed also rank high on the number of free titles borrowed? Table IX contains the facts. No significant relation is found between the loans of reserved and free titles at the colleges here studied. A given institution may rank low on one and high on the other.

Data on both reserved and free loans help to describe student library use. All librarians are handicapped by limited funds. In many cases, college administrators are slow to believe that more funds are needed. Yet if adequate records were at hand to describe library use beyond assigned readings, the administrator's response might be better.

Again, comparisons among institutions as such require both types of material. A library used widely for reserved material is not necessarily widely used for free loans. To compare accurately two or more institutions, it is important to have data on both types of use.

Institutional differences in reading by departments.—Table X gives mean loans in ten departments for each college.

TABLE X
MEAN NUMBER OF TITLES LOANED IN EACH DEPARTMENT

DEPARTMENT	COLLEGE						
	C	G	B	E	F	A	D
Classics.....	0.70	0.53	0.16	5.06	2.48	1.72	1.21
Economics.....	3.84	1.97	1.53	2.89	3.17	0.28	0.50
Education.....	2.24	8.73	5.50	2.73	2.88	7.33	8.13
English.....	3.14	0.95	2.39	5.59	6.95	5.33	13.20
German.....	0.86	0.09	1.99	1.19	1.22	0.10	0.57
History.....	3.38	2.67	4.42	6.22	8.35	3.07	9.28
Philosophy.....	4.95	0.05	2.11	4.71	5.93	3.33	1.18
Political science.....	1.78	1.40	5.50	6.66	0.40	4.73	.....
Psychology.....	3.46	.....	.....	.....	3.12	2.13	3.71
Religion.....	1.30	2.52	7.66	.....	1.49	4.30	4.04
Romance languages.....	2.11	0.04	0.76	1.79	1.34	0.29	0.96
Sociology.....	3.57	4.80	3.13	3.11	1.84	4.71	9.49
Speech.....	0.54	.....	3.57	3.14	0.97	0.61	0.57
Zoölogy.....	0.11	.....	0.86	3.36	1.77	0.52	2.10

There is no tendency for a given institution to rank the same in all departments. Perhaps the nearest approach is College D, which ranks first in English, history, sociology, and psychology. But it also ranks sixth in economics. These differences in loans for different course fields emphasize the important relation between methods of instruction and library use. Methods of instruction vary from college to college. Hence at a given institution it is of small use to know that English courses elsewhere make heavy demands on the library unless the methods used are similar. The librarian should know the situation in his particular college. Such knowledge helps to prevent surprise demands, and enables the librarian to be an efficient aid to classroom method.

Library use in relation to library support.—We have shown that institutions vary widely in the extent to which students use the library. It has further been shown that differences in library use are produced by differences in teaching methods or in the content of similarly titled courses. It remains now to indicate the relation between library support and student use of the library. Specifically do students use a good library more than they do a poor one?

Let us consider, first, use of the library for reserved books. Table XI gives for four institutions the facts relating to library

TABLE XI
DATA CONCERNING LIBRARY HOLDINGS AND SUPPORT

College	Number of Titles from Check- List A*	Number of Peri- odicals from Check-List B†	Average Annual Expenditure for Books	Weighted Salary Expenditure‡
D.....	200	148	\$2,405	\$6,550
E.....	187	96	\$2,390	\$6,556
G.....	139	74	\$ 996	\$6,461
C.....	122	102	\$2,076	\$4,496

* Check-list A was compiled from C. B. Shaw's *A List of books for college libraries* by selecting the titles listed as reference books in each field.

† Check-List B was compiled from the Shaw list and represents the periodicals there classed by department.

‡ Enrolment was held constant by averaging the salary expenditure of institutions of different size and weighting them according to their average.

support and holdings. The first two colleges are those in which reserved loans are many, the second two those in which reserved loans are few. Colleges D and E (where reserved reading is high) rank higher on all items except one—College C has more periodicals from Check-list B than College E.

For Colleges E and D one may say that both are good libraries, used widely by students. If no other evidence were available, one would be safe in labeling them good libraries. But one cannot state on the basis of the foregoing evidence that the libraries of Colleges G and C are not used widely. One must consider the situation with respect to use of free loans.

Evidence on the use of the library for free loans is available for thirty-five college libraries included in the North Central

Association study of library standards. Table XII gives the correlation between ranks on the measures of library support and mean number of free titles borrowed. The correlations are all positive and show a clear correspondence between library support and student use. Table XII shows that good library service does not just happen. It results from conscious effort on the part of the administration plus necessary funds, and a competent staff. Students seldom use a library which is inadequately financed and poorly administered.

TABLE XII

CORRELATION BETWEEN MEAN NUMBER OF TITLES READ
AND CERTAIN MEASURES OF LIBRARY SUPPORT

Mean Number of Free Titles Read Versus	Correlation
Number of Check-list <i>A</i> titles held	+ .25
Number of periodicals from Check-list <i>B</i>	+ .21
Average annual expenditure for books	+ .48
Weighted salary expenditure	+ .35

CONCLUSION

We have now presented (1) an analysis of college library use by certain student groups; (2) an analysis of library use in certain departmental fields; and (3) an analysis of institutional differences in library use as affected by library appropriations. While the data relevant to each of these problems have certain specific implications, their more general trends seem to justify the following conclusions.

1. Students grouped by sex, class, and scholarship differ significantly in the extent to which they use library materials. Women borrow more than men, upperclassmen more than underclassmen, and good students more than poor students. The differences remain when library loans are divided into reserved loans, free curricular loans, and free extra-curricular loans.

2. Departmental demands on the college library vary greatly. The humanities and social sciences require much reading, while the natural sciences and languages require little. Although, in general, the departments using the library most use it for all types of material, the social sciences use reserved books relatively more, while the humanities use free books more. In

part, the difference is due to differences in the teaching methods employed in each group of departments.

3. Institutions differ widely (a) in the extent to which sex, class, and scholarship groups borrow library materials; (b) the relative amount of reserved and free materials borrowed; and (c) the amount of library reading in specific course fields. At a particular institution the tendencies noted in paragraphs one and two may be less apparent or even reversed.

4. Strong book collections and adequate library funds are associated with wide use of the library by student groups.

Implications.—The application of these conclusions to a given college library is best illustrated by reference to the functions of the college library. A recent, explicit statement of these functions has been made by Louis R. Wilson:

1. To furnish material for instruction to students in appropriate environment and through a personnel competent to serve as efficient liaison officers to connect instructor and student with library resources

2. To develop general reading interests through open shelves, browsing rooms, attractive bookstores, book lists, and a stimulating readers' advisers' service

3. To furnish new technical books and periodicals which enable the members of the faculty and library staff to keep abreast of their subjects

4. To meet the needs of such members of the faculty as are engaged in productive investigation¹⁰

The data presented in this study chiefly concern the first two.

By implication only the foregoing four functions suggest, as a common element, the responsibility of maintaining the records needed to show how well each function is being performed. Wise expenditure of funds demands that the budget be allocated on the basis of facts concerning library use. Such records should distinguish not only types of readers, but also types of materials used (i.e., reserved and free books, curricular and extra-curricular loans, and loans to particular departments). Beyond evaluating the service of the library to student groups, such data are useful in selecting books to be reserved, in allocating funds for books to various departments, and in revealing the points at which the budget needs revision. The maintenance of some

¹⁰ *Bulletin of the American Library Association*, XXV, 441.

such record is the first step in a constructive program of library service.¹¹

The evidence presented has shown that college libraries are used largely for the type of material mentioned in function 1. Baldly stated, 91 per cent of student library use is for curricular materials. This fact (i.e., that college libraries are used for little else) should not obscure the additional fact—namely, that use of curricular material is large only as compared with free reading. Judged by any absolute standard, it is small indeed. If there were such a person as "the average student," he would borrow eleven reserved books from the library during one semester, each of which he would use approximately twice. In addition, he would borrow five and one-half free curricular titles, and one and one-half free extra-curricular titles. Still more noteworthy is the fact that 20 per cent of the students borrowed, in all, five titles or less. Such meagre intellectual fare represents the library's contribution to one semester's work!

The second function, namely, "to develop general reading interests," is the peculiar concern of the college library. Responsibility for the encouragement of general reading in most colleges comes to the librarian by default. Even instructors in English are too preoccupied with specific titles and types of reading to stimulate general reading extensively, even though they insist on its importance for most students. If the library does not make this task its own, it is in grave danger of neglect. Among the institutions herein studied either the library lacks suitable materials for extra-curricular reading or curricular reading crowds it out.

We may exclude the possibility that students will not read unless required to. At certain institutions most students read widely, and at all institutions some students read widely. Accordingly, one should look first to the library's budget and holdings for an explanation of student use below the averages we have presented.

¹¹ The North Central Association Committee on Revision of Library Standards has demonstrated that an effective method of keeping such records is a single card for each student, on which is listed each title withdrawn from the library.

The evidence shows that student library use is definitely related to amount of money spent for the library. Even a strong faculty and competent library staff will be handicapped by the disadvantages due to poor library facilities, inadequately housed, and poorly supported. If the library is to take its proper place in the educational program of the institution it must be given its fair share of the college finances. Efforts by faculty and library staff otherwise amount to little.

A large budget for the library, however, cannot always insure wide use by students. Without an efficient personnel, even the best college library will fall short of its possibilities. Accordingly, the factors found to affect student reading must be understood and controlled as they apply to the local situation.

The first of these is perhaps the prevailing disposition to or from the use of books. The disposition varies widely among institutions and determines to a considerable extent the student response to a librarian's efforts at stimulation. Yet previous indifference to reading as a leisure activity may sometimes be used to render new reading opportunities exciting.

Second, the literary traditions of the college are important. At one institution extensive reading was fashionable. While such factors do not lend themselves to statistical description, they are sometimes decisive.

Closely related is what may be termed "institutional tone." At one institution the purpose of the college may be to give students a strong background of classical literature and history. The library, of course, is expected to provide materials appropriate to this purpose. Hence a good library at this institution will fall far short of perfection elsewhere. Libraries cannot be fairly judged except in the light of institutional aims.

Again, the close relation between instruction and reading suggests that many libraries are not using the resources of the instructional staff to best advantage. Obviously, the first requisite of efficient faculty co-operation is to acquaint the faculty with the library's resources. The influence of a single competent and respected professor can do much to further library use, and

the wise librarian will do all he can to win the confidence and co-operation of such instructors.

Finally, much research is needed upon the whole field of reading habits. For example, we do not know the relative effect of contact with libraries in the home, the community, and the high school upon the reading of college students. Again, do students who read widely in college retain these habits after graduation? With the book-production facilities of the world, equipped to deluge the reader with a mass of printed material, it is important to know to what extent education has prepared him to select wisely from this material. A study of the reading habits of selected students at various stages in the educational process would do much toward evaluating the college library's contribution in this respect.

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THE CARE AND STORAGE OF MANUSCRIPTS IN THE HUNTINGTON LIBRARY

THE library building as originally constructed on Mr. Huntington's San Marino estate in 1920-21 was considered at the time to provide ample room for future expansion. So great, however, were Mr. Huntington's subsequent acquisitions that the stacks soon became utterly inadequate to accommodate the combined books and manuscripts. Consequently, it was possible to adapt the plans and specifications for a new department of manuscripts to the peculiar needs of the manuscripts already in this library.

THE STACK

The arrangement of shelves, aisles, and other physical features of any stack depends, naturally, upon the size and shape of the space available for this purpose. While several ideal plans could have been formulated, the limits imposed by the space to be occupied made necessary a very long, narrow stack (Fig. 1).

The material used throughout has been fireproof without exception: steel for the doors and shelving, and marble for the floors. Each aisle is guarded by a locked door of wire mesh. In this manner ten sections are under one key; and if manuscripts must be taken from several sections for a reader, there is no unlocking and locking of numerous doors. The space along the opposite side of the main aisle is utilized for shelves also. They are protected by locked, double doors of the same wire mesh. This wire mesh has certain advantages over glass in a stack where the display of volumes on the shelves for the benefit of visitors does not enter into the decision: danger of breakage is eliminated; and free circulation of air is possible. The two floors of the stack are designated L (for lower floor) and U (for upper floor); each aisle is numbered; each section of the shelving is lettered;



FIG. 1





and each shelf numbered, giving the form to a pressmark of U 4 E 6, for example. There are approximately 25 miles of shelving in the present stack, from any point of which a designated manuscript can be brought for a reader within 5 minutes' time. This is made possible by the use of a charge card, which is kept filed under the identification number of the manuscript and bears the pressmark as well as the size, and the description of the binding. This is of great convenience to the reader also, for it eliminates the necessity of writing down a full description of the manuscript he wishes to consult, the identification number alone being sufficient.

A very important consideration in any stack is the type of shelving. For our purposes it had to be sufficiently flexible to accommodate all manner and shapes of manuscripts, ranging from a small notebook to a very large folio, and the boxes in which the majority of documents, letters, and smaller deeds with seals are kept. An adjustable shelving, therefore, with no back, but reaching through from one aisle to another, allowing any height desirable and a maximum depth of 27 inches, has been adopted. As this depth is rarely necessary, a removable backing, consisting of two steel strips with crossbars, has been devised to prevent volumes or boxes from sliding back and becoming lost. Three sections of an especially deep shelving (32 inches) have been installed to accommodate the large folders in which maps are kept. Six sections of large map trays are also available for maps and for particularly large deeds.

CONDITIONS MAINTAINED IN THE STACKS

Perhaps the greatest progress made in library building within recent years has been the development of air-conditioning apparatus. That this answers a very real need is well set forth in the Bureau of Standards' *Miscellaneous publications*, No. 128, published in October, 1931, about two years after this library had put into effect recommendations made in that bulletin.

The machinery at present in use at this library maintains a constant temperature of 68° F. and a humidity of 50 per cent. The particular degree of temperature and humidity, within cer-

tain limits,¹ is perhaps not so vital as the constancy with which it is maintained.

All incoming air passes through a water curtain which removes dust particles. Owing to the great distance of this library from any large industrial center, and to the local use of oil and gas in preference to coal, such destructive impurities as sulphur dioxide do not offer the serious problem which confronts libraries in the larger eastern cities. Chemical analysis of the air has shown that the amount of sulphur dioxide is negligible.

Another natural factor which works injuries upon paper, vellum, and bindings is sunlight. It has previously been looked upon as the greatest aid in combating the growth of fungus. In dark stacks where humidity and temperature are not controlled, occasional exposure of manuscripts to the sun does serve this purpose but at the same time acts destructively upon paper, vellum, and bindings. However, where humidity and temperature are well regulated, elimination of all natural light, whether direct rays of the sun or reflected light, is the only satisfactory procedure.

STORAGE OF MANUSCRIPTS IN THE STACK

The arrangement of the manuscripts in the stacks is roughly as follows:

- Maps and plans
- Religion (bibles, psalters, breviaries, *horae*, etc.)
- General medieval history and literature
- Music and art
- Drama
- English and European history
- Literature
- Californiana and Mexican history
- United States history
- Archives (Ellesmere, Hastings, Stowe, Battle Abbey)

The nature of the manuscripts in each group determines the arrangement within it. Thus, literary manuscripts are arranged alphabetically, historical manuscripts chronologically, deeds in the archives topographically, and *horae* by their particular uses.

¹ The limits of safety are generally considered to be 65°-75° F. temperature and 45-55 per cent humidity.

Manuscript volumes rarely cause any difficulty in shelving; but it appears that no one method of procedure has yet been developed which is universally applicable to all collections of loose papers, such as letters and documents. One obvious method of dealing with them is to have them bound. There are serious objections to this; but in libraries where a great number of manuscripts are charged out daily to the general public, and where an accurate check on returned manuscripts becomes impossible, it may be necessary to follow this practice. In a library like the Huntington, where the dangers of loss by theft or accident are reduced to a minimum and where facilities for taking the utmost precaution against disarrangement and misfiling are available, each letter or document is kept in a separate folder. As there is much controversy on this subject, some additional reasons affecting our decision may not be out of place here:

1. The manuscript is retained in its *original state* unencumbered by hinges or by the paper pulp around the edges necessitated by the inlaying process.
2. Manuscripts are *individually* available at any time—
 - a) For purposes of exhibition, without the difficulty and danger involved in removing them from a bound volume and reinserting them;
 - b) For comparison of several manuscripts from various collections without handling cumbersome volumes;
 - c) For scientific examination under ultra-violet light, microscopes, etc.;
 - d) For photographic reproduction;
 - e) For issuing to readers without the necessity of charging out numerous other manuscripts which happen to be bound with them.
3. There is no danger of the manuscript being accidentally folded and creased as the page is turned.
4. Problems offered by unsigned letters; pseudonyms; various methods of dating according to the Roman church calendar, medieval reckoning, or Quaker or Masonic systems; or the absence of a date altogether, are simplified by the information given on the outside of the folder. This information is rarely given with letters and documents bound together in a volume.
5. If a collection of papers is arranged in a chronological or alphabetical order, manuscripts which are out of place (owing to absence of, or error in, date or author's name) may easily be rearranged at any time.
6. Manuscripts accumulated at a later date may be inserted in their proper order without the necessity of rebinding.
7. The seals so numerous on letters written before the use of envelopes be-

came general would cause an awkward thickening and require special construction of the volume.

8. There is neither the initial cost of mounting and binding nor the consequent cost and handling of rebinding. Worn-out folders can be replaced very economically.
9. Manuscripts are never folded or cut, as might be necessary when placing oversize papers in a volume.

Indeed, wherever feasible, and in all cases where preservation is to be considered, single papers, bound up into volumes by former owners, have been removed from their bindings and placed in folders. The folders used are of two sizes, the most common measuring 13×10 inches; the other, for exceptionally large folios, 16×11 inches. The paper is technically known as Ambassador Cover, turquoise blue, 20×30 ripple, and is free, to as large an extent as is possible, from injurious sulphides. The bibliographical information given on the outside cover of this folder is the date and place of writing, author, title, or, in the case of letters, addressee, physical description, provenance (where this is essential), identification number, and such notes as may be pertinent. The folders are then filed in boxes (Fig. 2), following an alphabetical or chronological order according to the type of the collection being arranged. These boxes are constructed of No. 20 chip board covered with blue or green buckram. They are shelved on their sides rather than on the ends, which might permit the manuscripts to crumple or fold if the box were not tightly packed. If only one or two manuscripts are called for from a box, these are withdrawn; but if an entire collection is to be consulted, the boxes are conveyed by truck to the reading-room.

Medieval volumes are also shelved on their sides, to relieve the strain on the bindings and on the leaves. The shelves occupied by these volumes have been covered for further protection with felt pads, which are periodically put through the vacuum fumigator to prevent infestation by insect pests.

The deeds, of which there are several thousand, are being flattened, and those with large or valuable seals are mounted on specially constructed frames (Fig. 3). The box in which the seal is preserved is lined with cotton wool covered with wax paper, in

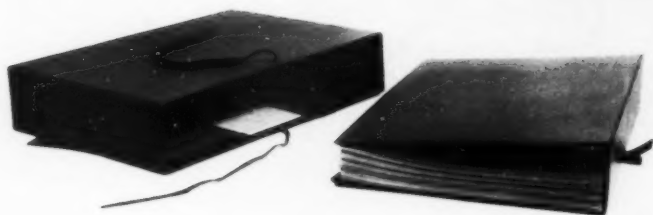
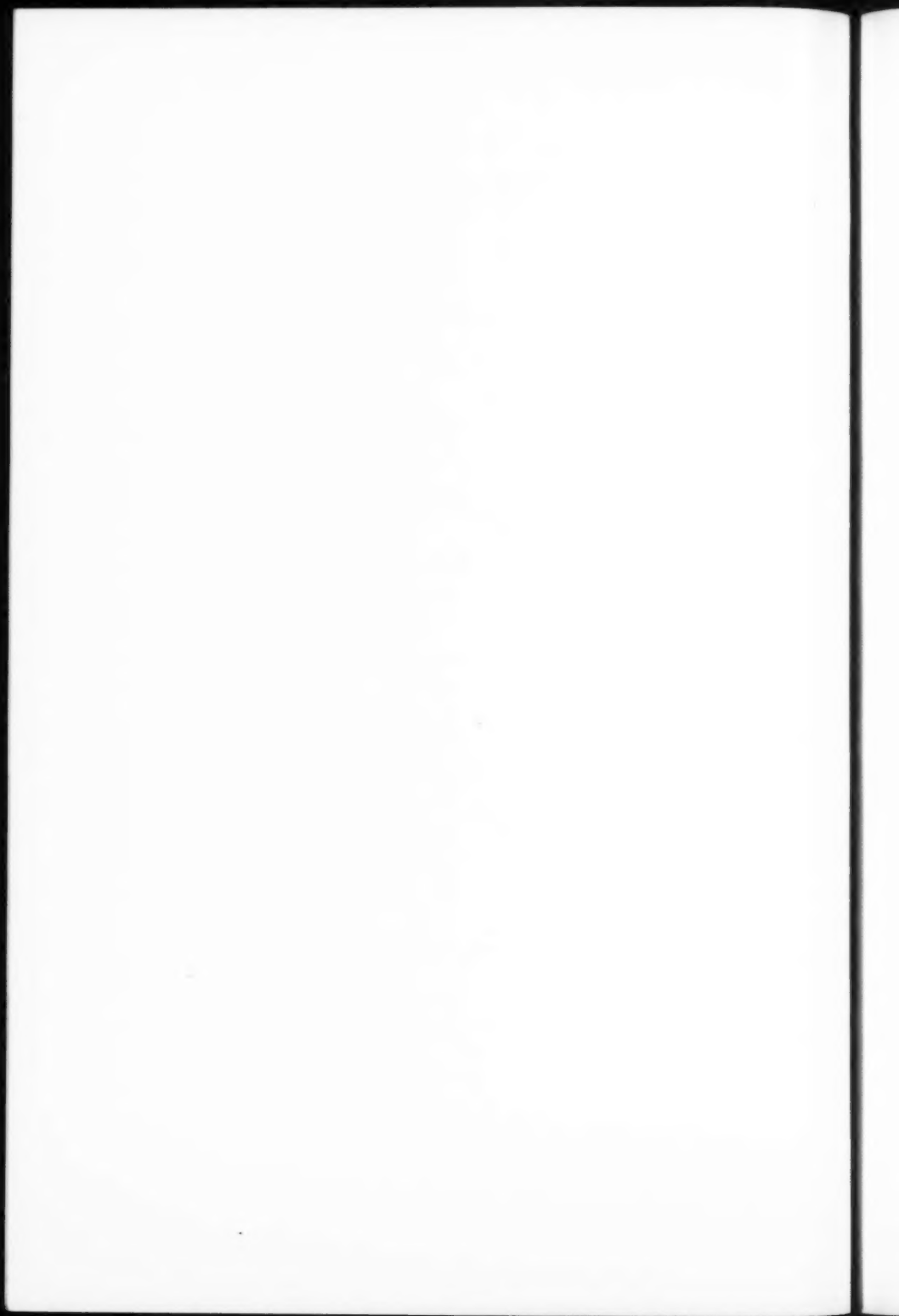


FIG. 2



FIG. 3





order that the protecting material may retain its elasticity without absorbing any of the moisture from the seal. (Cotton wool should never be permitted to come into direct contact with the seal.) This box is glued to the frame, which is made of chip board. The document is tied down at the vellum seal tongue, and the strip of paper² holds the upper part firmly in place. The deed may be slipped out when it is to be read. The hinged flap protects the document from damage.

Small seals which are not so mounted are protected by an envelope, made of several layers of waxed paper, which is held in place by paper-fasteners. Deeds with small seals that do not have sufficient weight to make their handling precarious are placed in boxes similar in size to the one illustrated, but with a hinged upper cover. Pads of cotton wool covered with wax paper are placed at the bottom and top. Seals, whether they are pendent or *sur queue*, are treated thus; but seals applied, or *en placard* as they are frequently called, are placed in a specially constructed multiple folder, one flap of which is made of thick cardboard with a window to allow room for the seal. Top and bottom flaps prevent the manuscript from shifting about.

Compotus and court rolls and similar documents, written on long membranes, are kept in their original form of membranes sewn together. They are rolled upon pieces of cardboard tubing and are protected by a sleeve bearing information similar to that on the folders described above. This is held firmly in place by a string-and-cardboard button-fastener. The rolls are then packed in the type of box constructed for housing the small deeds.

DISEASE AND INSECT PESTS

The problem of control involves several different factors, depending on the nature of the insect pest. The most notorious of them all, the bookworm (or more specifically, the *Sitotrupa panicea*), is now being successfully exterminated by the use of a fumigator³ specially constructed for the library. This destroys

² When some transparent material, such as cellophane, has been proved harmless to manuscripts, paper will be dispensed with for this purpose.

³ For a detailed discussion of this apparatus consult an article written by Thomas M. Iiams in the *Library quarterly* II (October, 1932), 375-86.

life in all stages of development by means of a gas released in vacuum, which penetrates every portion of the manuscript. New acquisitions are systematically put through this process.

The growth of fungus on manuscripts appears to be satisfactorily arrested when proper atmospheric conditions are established. Where this is impossible, it has been suggested by the Department of Industrial Research⁴ that the progress of the disease can be halted by a bath of thymol vapor. But there is little more than temporary benefit to be gained from this treatment if the subsequent care of the manuscript is again neglected, particularly in the matter of excessive humidity.

Silver-fish and such marauding insects and other pests which do not make their home in the manuscript must be attacked in a different fashion and are far more difficult to control. It is essential that cracks and other openings which might permit their entrance to the stack be sealed or guarded by some effective repellent or poison. At present several insecticides are being tested in order to ascertain their efficacy.

THE REPAIR OF MANUSCRIPTS AND SEALS

The first and most inviolable rule governing repair work is that *restoration should only be undertaken for the purpose of preservation*. Thus, a cracked or damaged seal may require, in the process of mending, a considerable filling-in of new wax. While this wax should preferably be of the same color, it should, at the same time, be of a different shade; and any artistic urges of the repairer to carve upon the new surface must be rigorously subdued. Similarly, repairs to bindings should not be so contrived as to confuse the original with the added portions. Handwriting or illuminations missing from a torn manuscript should never, under any possible circumstances, be filled in after repairs have been made; nor should faded writing or illuminations be retouched. The great danger of all such imitative restoration lies in the fact that it may be impossible to determine what is original and authentic on the one hand, and what is added later and

⁴ Great Britain, Department of Industrial Research, *The Cleaning and restoration of museum exhibits* (London, 1928).

may be suspect on the other. This confusion greatly lessens the value of an object to the historian. Good workmanship need never be carried to the point of being deceptive.

Paper manuscripts are flattened in a press and tears mended, preferably with paper pulp but, if necessary, with *crêpeline*. When paper has lost its filler, this can usually be supplied by resizing; but if the fabric has broken down as well, it may be necessary to further strengthen the manuscript. The size used on all vellum and a great number of paper manuscripts is made by boiling clean strips of vellum in water to extract the gelatinous substance. This size has also been found to give the greatest satisfaction in fixing the pigment on manuscripts written with pencil.

Seals, after being thoroughly dusted with a fine brush, are treated with a solution of equal parts of beeswax and Venice turpentine dissolved in benzol, and polished when dry. This prevents the powdering and chipping which frequently continues to take place even to this day in early medieval seals.

All vellum deeds and rolls are sized and flattened; and where repair work is necessary, this is done by backing or piecing in with material of equal weight, or covering with *crêpeline*. Repair work, particularly with vellum manuscripts, should only be intrusted to a person with thorough experience.

Unbound volumes, such as account books, rentals, and court books, are either kept in cases or given simple board covers, depending upon the nature of the manuscript. Before binding or rebinding is undertaken, the volumes are carefully collated, so that a complete picture of the arrangement of the leaves in the quires can be kept on record.

Old bindings are treated or repaired, but never, under any conditions, destroyed. In the rebinding process, not only is there a danger of the edges being cut and the cropping-off of signature marks and marginal notes, but many clues to provenance may be irrevocably lost. Special attention should be given to bookplates, catalog numbers, strips of manuscript used in binding, and other minutiae which have in the past usually found a direct course to the bookbinder's wastebasket. One of

the greatest misfortunes that has befallen most of the medieval volumes extant is the removal of their original bindings and the accompanying end-papers.

It is impossible to give more than the very briefest outline, in the space of such a short article, of what is being accomplished at this library. As a further guide to the archivist the particular methods and processes used by the repair worker are more or less fully described in several books;⁵ but, unfortunately, no one of them can be recommended as providing a complete and yet reliable treatise on this subject. Experimental work in all fields is constantly being carried on at this library in the effort to provide the best possible conditions for the preservation as well as the use of manuscripts.

H. C. SCHULZ

THE HUNTINGTON LIBRARY
SAN MARINO, CALIFORNIA

⁵ Hilary Jenkinson, *Manual of archive administration* (1922); Charles Johnson, *Care of documents* (1919); G. Herbert Fowler, *Care of county muniments* (1928); Pier Ignazio Vottero, *Conservazione e restauro dei documenti* (1912); Hilary Jenkinson, "Some notes on the preservation, moulding and casting of seals," *Antiquaries journal*, IV (1924), 388-403; J. P. Sanders, "Preservation of manuscripts and bindings," *The Library journal*, LVII (1932), 936-38; J. C. Fitzpatrick, *Notes on the care, cataloguing, calendaring and arranging of manuscripts* (1928); Harry M. Lydenberg and John Archer, *The Care and repair of books* (1931).

STATE OF READING AMONG THE WORKING CLASSES OF ENGLAND DURING THE FIRST HALF OF THE NINETEENTH CENTURY

I

On March 15, 1849, the following order is recorded in the Minutes of the House of Commons:

Ordered, That a Select Committee be appointed on the best Means of extending the Establishment of Libraries freely open to the Public, especially in Large Towns, in *Great Britain and Ireland*.

By March 23, a committee of fifteen members of Parliament had been appointed, and on July 23 was published: *Report from the Select Committee on Public Libraries; together with the Proceedings of the Committee, Minutes of Evidence, and Appendix*.¹ These minutes, usually referred to as the "1849 Report," consist of 317 quarto pages of evidence; 20 pages of introductory matter; 11 plans of the principal cities of Europe, with the disposition of their libraries; a map "exhibiting the relative provision of books, in Libraries publicly accessible, in the Principle States of Europe, as compared with their respective populations"; and an Appendix as follows:

APPENDIX, NO. 1

- I. Approximative statistical view of the principle public libraries of Europe and of the United States of America. . . .
- II. An account of the sums granted by Parliament for the support of public libraries and museums, in the United Kingdom of Great Britain and Ireland, from the year 1823 to the year 1848, both inclusive. . . .
- III. An account of the sums spent on the library of the British Museum, from its foundation, in the year 1753 to the year 1848, both inclusive. . . .
- IV. An account of the sums granted by the French Chambers for the support of public libraries and museums in France, from the year 1823 to the year 1848, both inclusive. . . .
- V. A list of some provincial libraries in Scotland, chiefly supported by voluntary contributions. . . .

¹ *Ordered, by the House of Commons, to be Printed, 23 July 1849.*

APPENDIX, No. 2

Tabular view of the Institutes comprised in what is called the Yorkshire Union of Mechanics' Institutes; Number of members and subscribers; Lectures; Classes; Reading Rooms; Annual income; etc. . . .

APPENDIX, No. 3

Table of the Mechanics' Institutions of England and Wales, their libraries and yearly issues of their books. . . .

This represents an attempt to get as complete a picture as possible of the state of reading and libraries in Europe and America. For this purpose thirty witnesses were called—American, French, German, Italian, and Belgian among them—and tables of statistics drawn up. Fortunately, however, the evidence given in the case of England was not confined to the statement of bare facts and figures, such as the numbers and holdings of libraries, but many significant glimpses were given of the social conditions under which the reformers who constituted the committee wished to establish the public library system; of the desire of people for reading; of their efforts to satisfy this desire and establish libraries of their own; of existing working-class book centers; of the supply of reading material and the literature popular with artisans; and lastly, of the social significance and effect of reading. Some of this evidence is direct, some indirect, and most of it requires interpretation; but of its value there can be no question, for here we have a situation unique in the history of reading and libraries in England, namely, the comparative absence of extraneous influences on the working classes. The only serious rival to reading seems to have been the public house. Otherwise, there were no standardized amusements, no adult-education movement, and none of the modern facilities for recreation and the interchange of ideas. It would have been possible in the England of 1849 to have found many groups socially and culturally isolated and to have studied the influence of reading on their mental development, almost as under laboratory conditions. Some superficial observations were given by several of the social workers among the witnesses, but it is evident that they only saw broad trends—generally what they

wanted to see—which was the moral improvement of the working classes. The evidence on this point is the least satisfactory of all, characterized, as it is, by a too-zealous humanitarianistic point of view and considerable vagueness in the actual statement of the facts. For instance, to the question:

1821.—What effect do you consider was produced by this system on the general character of the population?

the Rev. J. C. Brown replied:

The general effect was good; I am not able to bring forward cases of decided conversion or moral reformation; but everywhere people spoke favourably of the effect of stationing a library in a village.

The committee pressed all the witnesses on this point, however, and there was general agreement as to the beneficial influence of good books on the working classes. One witness, G. Dawson, Esq., M.A., who was examined in his capacity of itinerant lecturer, and hence acquainted with the "wants and feelings of the working classes," is somewhat more specific, judging from the following questions and his replies.

1273.—Would you say that the habits of the people had improved in the last ten or twenty years, particularly with respect to temperance?—Yes.

1274.—Does that naturally lead to more refined pursuits?—Yes.

1275.—And more extensive habits of reading than formerly?—Yes, and the character of the amusements is changed. Bull-baiting and dog-fighting in Birmingham were the public favorite sports; now the bull-baiting has gone altogether, and although the dog-fighting does exist, it is only amongst the most ignorant of the people.

Now when we find the committee continually emphasizing these social considerations and deliberately framing their questions in order to elicit a favorable reply, the reform motive in the establishment of public libraries becomes apparent—a conclusion substantiated by the known humanitarianistic zeal and activities of the members of the committee. Much of the enthusiasm for public libraries was a reaction against the evils of the public house, and the committee are never more gratified than when a witness testifies to the superior attraction of reading to drinking. Samuel Smiles attested:

2001.—Give a man an interesting book to take home with him to his family, and it is probable that the man will stay at home and read his book in preference to going out and spending his time in dissipation or in idleness; and, therefore, the formation of those libraries would be favourable to the improvement of the moral and intellectual condition of the working population.

and again, according to the Rev. H. Mackenzie:

2083.—Do you think that the establishment of local reading rooms would take them away from the public houses, by affording them a comfortable shelter for the evening?—Decidedly . . . I think the result would be in every way beneficial, both in elevating the character of the working classes and improving their conduct, and ultimately very much lowering the rates, of which many parishioners complain.

while Mr. William Jones of the Religious Tract Society concluded:

2668.—. . . that persons have been led by those libraries, in many cases, to seek their recreation in literature rather than public houses.

The one dissenting voice was that of the Rev. Mackenzie, who deplored the fact that he found:

2075.—. . . the younger subscribers to the library difficult to get to church on Sunday, because they were reading Walter Scott's novels.

Comparable with the moral improvement ascribed to reading is the educational influence claimed for it—likewise a strong argument in favor of legislation by Parliament. Edward Edwards, in reply to a question, answered pertinently:

292.—I think access to good libraries would be one great mean of advancing the educational condition of the country.

The lecturer Dawson and the biographer Smiles were of a similar opinion. It is instructive to compare the opinion of the distinguished foreign witnesses on the educational implications. For instance, His Excellency, M. Van de Meyer, Belgian ambassador, did not think that a library:

686.—. . . ought to be a sort of saloon, where people come and spend five or six hours at leisure with the first book they call for, a novel, and so on. I do not think that that is the object for which public libraries ought to open.

So, too, M. W. Libri, the Italian witness, pointed out that, whereas in Italy every municipality aided by the government supported a public library, its purpose was scholarly, and not recreational. He writes in his explanatory letter:²

What my experience has taught me is, that it ought never to be attempted to use, as a popular library, the large libraries intended in the first instance for a superior class of readers.

Indeed, he could see no reason for popular libraries for the working classes (whom he quaintly terms "this very numerous and interesting portion of the population"), since none existed in Italy.

A third implication relevant to the reform aspect, was the supposed influence of reading on political issues, the committee hoping to prove the stabilizing effect of literature. In this they were anticipating the objections of the reactionaries in Parliament, nor were they underestimating the opposition, judging from the stormy passage of the 1850 Public Library Act through the Lower House.³ Hence the significant question:

1357.—I gather from you that your opinion is, that the diffusion of knowledge and the establishment of libraries for the benefit of the working classes would have the effect of rendering the people less liable to be led aside and made tools of by political agitators.

In contrast to the pacifying effect of discretely managed libraries, is the supposedly inflammatory or subversive nature of much of popular literature, referred to in these questions:

2696.—May not those books be held to contain some doctrines of a doubtful social character, as well as other objectionable features?

and,

3104.—I think the feeling has been that they were raising the lower classes too high by giving them information, and that it is better to keep them without it.

It was felt that these tendencies could be controlled through censorship, best enacted through the medium of the public library.

² *Op. cit.*, p. 121*.

³ See *Hansard, Parliamentary Debates* for 1850.

Before proceeding to examine the actual state of reading at this date, the means of meeting the demand for books, and the demands of the people themselves for public libraries, we may sum up the first section of this survey by concluding that the motives of the social reformers in the establishment of libraries were three: the moral improvement, the education, and the appeasement of the masses.

II

The evidence in the report of the people's desire for libraries is of two kinds—direct and indirect. Under direct evidence is included: (1) the voiced demand of the populace for libraries by means of petitions; and (2) the statements of witnesses as to the people's desire for a book service. In the whole report there are only two references to direct petitions, one by Edward Edwards, who intimated that there had been several instances of petitions in large towns for the erection of public libraries. Unfortunately, however, the towns are not specified. Moreover, the petition may have been made by a minority group, in which case it could not be taken as expressive of the wishes of the electorate at large. The other reference to direct petitioning specifies the town of Aberdeen:

737.—. . . the town council, and in general the middle and professional classes of Aberdeen, would be extremely willing to do something in aid of such a purpose.

Inasmuch as this willingness seemed restricted to the "middle and professional classes" and the committee were concerned with the working classes, the question was immediately put:

738.—Do you think that such an institution is much wanted in Aberdeen, and that it would do great good to the working classes?—I am perfectly satisfied . . . it would do great good.

Statements by the witnesses as to the desire of the people for books, and of their efforts to get them, are unsatisfactory. They are either vague generalizations, to the effect that the rate-payers of Warrington offered no objection to a rate for the establishment of a public library in their town, or references to

exceptionally studious artisans. The lecturer Dawson records that:

1253.—I have known men rise at five and work till eight for book-money, and then go to their day's work.

and again:

1267.—I could produce five or six working men whom I should be happy to have examined against almost any of the middle classes of the place. They are the men who have wrestled it out.

Another inference of popular sympathy with the library movement may be made from the evidence of the town clerk of Warrington, who replied in answer to a question whether there was any opposition to the public library established in his town and supported by a $\frac{1}{2}d$ rate:

1698.—None in the council, and not from half a dozen individuals, so far as I am aware, in the borough.

The evidence is still uncertain, as the matter was not decided by vote of the people, and, in any case, lack of opposition does not

TABLE I
STATISTICS FOR THE WARRINGTON PUBLIC LIBRARY
OVER A PERIOD OF SIX MONTHS*

POPULATION	BORROWERS			PERCENTAGE OF POPULATION	VOLUMES (DONATED)	AVERAGE DAILY ISSUE		
	A	B	Total			A	B	Total
21,116.	345	369	714	3.4	1,100-1,200	2	2	4

* A=Number of books borrowed from the library. B=Number of books read in the library.

The data are collected from the town clerk's evidence given before the committee and contained in the *1849 Report*, pp. 107-11.

imply agreement. The clerk assured the committee, however, that the library was "viewed by the population with a favourable eye" and that he had not heard any complaint from the rate-payers.

When we come to examine the actual figures quoted by Marsh and set out in Table I, we are bound to conclude that, however unopposed the citizens were to the establishment and support of a library, they certainly did not make much use of

it. Moreover, the evidence of the figures rather discounts the clerk's conviction that "the persons who frequent the library seem to be of the working classes."

Further indefinite evidence is furnished by William Lovett, when speaking of the possible appreciation of public libraries by the people:

2796.—I judge from the efforts which have been made by the working classes to establish libraries for themselves. The better-paid mechanics or artisans exert themselves to have little libraries of their own. I know a great number who have very respectable libraries. . . .

We shall follow up the reference to the efforts of the workers to form libraries of their own. Such evidence is invaluable as showing to what extent the agitation for libraries came from below; that is, from the people themselves.

Throughout the report there is abundant evidence as to the reading of the people in general; the reading of the working classes in particular; and, incidentally, the reading of children.

We find that there were no working-class readers to speak of at any of the learned libraries, such as Chetham's at Manchester, the British Museum, or the Cathedral libraries; nor at the special libraries, most of them theological, such as Dr. William's and Sion College. This is what we might expect, because none of the institutions was open during hours convenient for workmen. Like the Chetham librarian, the witnesses assumed that Dr. William's and Sion College libraries would be used by workers if the hours were more convenient.

1038.—Do you think from the description of the books, that if any facilities were given to the working classes, they would be likely to avail themselves of the present library? [i.e., Dr. William's].—Yes.

Such optimism is not justified by the actual taste in reading of the artisan classes, although the evidence conflicts on this point, according, one is led to believe, to the speakers' reforming zeal and radical sympathies. The lecturer Dawson maintained that the proportion of historical and philosophical works read was increasing over that of fiction. Again, "the working classes prefer historical and political works; they do not trouble theological works much." As an example of a popular historical

work, Froissart's *Chronicles* is cited; as one of a political nature, Coxe's *Revolutions of Europe*, which should have a certain significance to the social historian. Dawson continues to give a rambling survey of the reading, based on his personal experience of labor centers all over the country. In London: "it is a scramble; whoever can get a penny, buys a book." In Birmingham: "there has been a change in the source and the current of the thoughts of the people." In the Staffordshire coal district: "high wages and heavy feeding rather than anything intellectual has been the characteristic of the mining population." In Manchester, however: "there is a large class of operative naturalists and a curious set of botanists." Again in Birmingham:

1342.—The number of little libraries is immense. There are libraries connected with the church and other institutions, and almost every chapel has some kind of library connected with it. . . . There are some families now beginning to put libraries in their kitchens . . . in several houses they have put up a shelf or two in the kitchen.

While in general:

1368.—Political questions are the most interesting to them, and next to those historical subjects, and then perhaps travel and poetry, which is a great deal read, very much indeed, and of course the result is, very much poetry is written by the working people. Anyone connected with a newspaper knows what an enormous flood of poetry the working classes send in in the course of a year. . . . In the newspapers there is a great deal of correspondence from the working people; it is so in Birmingham about all sorts of things.

The optimism and zeal of such reformers are evident and most commendable in view of the almost impenetrable intellectual torpor into which the working classes had fallen before the passing of the Factory Acts. Reference is made in this report to the long hours which they worked, making leisure and reading impossible luxuries for the mass of them. The weavers of Spitalfields, for instance, worked on an average fourteen hours a day, and frequently lived seven or eight in one room, in which "perhaps there will be two looms at work, so that the noise and discomfort render it almost impossible that a working man, if he were ever so well inclined to read, could sit down and read quietly."

In spite of these conditions, in spite of the illiteracy and lack of opportunity, the laboring classes were, at the time of this report, setting up library centers undoubtedly more suited to their requirements than an officially imposed and semi-philanthropic system. There were, for instance, the libraries of the mechanics' institutes, of which the report lists over four hundred in England and Wales. Some of the institutes, that of Liverpool, for instance, had a membership of over three thousand; a library of fourteen thousand volumes; and a total annual issue of ninety thousand—though this figure sounds rather like the number slain in the battles described by the Roman historians. Now it is essential to recognize in speaking of the mechanics' institutes that they were not, on the whole, working-men's organizations but were largely in the hands of the middle and lower-middle classes—chiefly of tradesmen. Thus, of the first twenty institutes listed in the Appendix, only five were exclusively devoted to the operative class. It seems that the artisans established for themselves other forms of libraries, more closely adapted to their requirements and habits. Such centers were often set up in public houses—"there they go, and pay a small subscription, and perhaps take a glass of ale, and read." In competition with the public houses were the "coffee-shops and reading rooms," these simple eating-houses of workmen having little resemblance to the fashionable social centers of the eighteenth century. There were some two thousand of these "resorts of the sober part of the working population" in London alone, and:

2773.—You may go into those places and see a great number of the working classes reading; I am told that somewhere about 500 of them have libraries connected with them; some of these libraries have as many as 2,000 volumes. . . .

One proprietor claimed to have spent £5 a week on papers and periodicals. In some cases "perhaps 1,500 persons pass through one of them in the course of a day—persons mostly of the working classes."

The chief reading material of all these resorts was the periodical literature of the day. We are informed that the *Family*

herald circulated about 125,000 weekly; *Chambers*, from 60,000 to 70,000; and *Eliza Cook's journal*, from 50,000 to 60,000. These somewhat dreary magazines were accounted a source of great national "uplift," and presumably an antidote against the brutal sports and pastimes of the following variety:

2782.—[Formerly] you might see the working classes of England flocking out into the fields on a Sunday morning, or during a holiday, in their dirt and deshabbie, deciding their contests and challenges by pugilistic combats. It was no uncommon thing at that time on taking a Sunday morning's walk, to see about twenty of such fights. Dog-fights and cock-fights were equally common at that time; and at that time what were called "Cock-and-hen-clubs" and "Free-and-easies" were very common among the working classes.

On the other hand, the working class had an unfortunate habit, from the public library advocate's point of view, of reading works of "a very immoral and anti-social tendency." A similar objection is lodged by other witnesses. Mr. Corkran, referring to the coffee-shops, says the novels there displayed and loaned were of an inferior kind, and he feared that:

2695.—There has been a large circulation of translations of French novels among the reading classes of the working population of England. . . .

Such books contained "doctrines of a doubtful social character." They had "a very licentious tendency, sufficient to excite evil passions. . . ." They were also "somewhat wild on their theories upon the subject of labour as between masters and men."

On the other hand, according to the lecturer Dawson, the reading preferences of artisans were: political subjects, historical subjects, travel, and poetry, of which they wrote enough "to fill a small room." They were also especially acquainted with Shakespeare and Milton.

It has been pointed out that the chief patrons of the mechanics' institutes were not workmen but tradesmen and small professional men. This is borne out by the evidence of Samuel Smiles:

1956.—The mechanics' institutes in the large towns, generally speaking, are not Institutes of mechanics; they are for the most part Institutes of the middle and respectable classes, and a small proportion, in some

cases not so much as half, of working men; a class superior to working men, and a small proportion of working men receiving comparatively high wages, support those institutions. . . They are not Mechanics' institutes, and it is a misnomer to designate them such.

We can get a pretty faithful picture of their reading from the description of several witnesses who were called as experts on the subject. Edward Edwards gave figures for the mechanics' institutes in Lancashire and Cheshire, which unfortunately do not tally with the table given by another witness, J. B. Langley.

The percentage of the population making use of these institutes, as shown in Table II is suggestive. It indicates, indeed,

TABLE II
FIGURES FOR SEVEN REPRESENTATIVE MECHANICS' INSTITUTES*

Institute	Population of Town	Members	Percentage of Population	Volumes	Annual Issue
Bradford.....	34,560	736	2.1	4,342	20,756
Dewsbury.....	10,600	194	1.8	472	1,530
Halifax.....	20,000	302	1.5	2,400	8,707
Huddersfield.....	25,063	759	3.0	1,400	12,000
Hull.....	66,258	400	0.6	300	3,200
Pudsey.....	10,000	70	0.7	212	1,227
York.....	30,000	636	2.0	3,566	19,679
Average.....	28,068	442.4	1.6	1,813.1	9,585.6

*Selected from the *Report on public libraries; Appendix, No. 2. (Papers delivered in by Mr. Smiles; [Question 1050.]) Tabular View of the Institutes comprised in. . . The Yorkshire Union of Mechanics' Institutes.*

that reading as carried on by the mechanics' institutes, which, it must be remembered, were social centers as well, was small, and in many cases negligible. And in view of this, we must always keep in mind the fact that eight million, or over half of the working population, were illiterate. It was against this social and educational background, however, that the free library was conceived and settled upon the public.

Concerning the value of the mechanics' institutes and their libraries, there is, as one might expect, a diversity of opinion. The Rev. Hale described them as so many clubs for chess-players and newspaper-readers. Jones, the librarian of the Chetham Library, said:

1194.—The management of those mechanics' institutions is in the hands of a party who buy amusing books, and those who are really disposed to improve themselves have no voice. . . .

and:

1200.—I went [to examine the libraries] a few months ago, and I was quite vexed to find so many works of light literature amongst the recent accessions; instead of imparting knowledge to the people, they can only give the lightest literature of the day.

"The light novels" are also the "same class of books which abound in circulating libraries." Samuel Smiles admitted that the books principally read were "works of fiction; but a taste for a better description of literature is evidently increasing."

III

In spite of the evidence of the report that the reading of the people was both small in quantity and poor in quality, the reformers were insistent on the efficacy of the free library as an improving, ameliorating, and stabilizing institution. And so we are continually brought back by them to the question:

1967.—You think that, as the habit of temperance extends, not only the inclination but the necessity for reading extends with it, as a means of filling up the intervals of leisure which the working people have? . . .

This consideration caused the zealots to ignore the recommendations of the experienced librarians, that a library should have some more definite and homologous objective than social reform. What was wanted, in the opinion of these librarians, were special libraries adapted to the need of the locality, such as topographical or occupational libraries. This idea was held by the German, Meyer, and the Italian, Libri; developed by the librarian of Caius College, Cambridge, and by Edward Edwards; and indorsed by all the scholarly librarians called to give evidence.

Unfortunately, however, for the future of libraries, the reformers were only interested in larger social problems, which we can now see were neither within the province nor the ability of libraries to solve. But the attractive idea of a system of free,

universal, public libraries caused them to forget that the people were evidently not ready for them, all the more so as half of the working population were semi- or wholly illiterate, and nearly all deprived by labor conditions of sufficient leisure for the proposed literary remedy. In close succession to the confused and indefinite policy came the reactionary legislation of 1850. There was no possibility that the resultant public libraries could satisfy popular reading needs; but they undoubtedly succeeded in deterring the development of the group libraries, by which the workers would probably have worked out their own cultural salvation.

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THE RELATION OF THE PROFESSIONAL AND CLERICAL DIVISION OF CATALOGING AC- TIVITIES TO CATALOGING COURSES

THERE is a growing realization on the part of librarians that the proper development of libraries is being retarded because many librarians are too busy with such routine and clerical processes as typing catalog cards, accessioning books, and counting circulation, to meet adequately the book needs of their communities. The conviction that the correct division of labor in the library would remedy this situation has led to an increasing interest in the professional-clerical division of library activities. This delegation of library activities is of vital interest to library schools in evaluating their curricula and teaching methods. As a beginning in one portion of the field, the present study of the division of cataloging activities was made. It is hoped that this demonstration of how such a division can be made in one department of the library may be suggestive for other departments.

The following study shows what activities are now being performed by professional and clerical workers in the cataloging departments of a group of representative libraries; how these duties are divided between professional and clerical workers in the practice of these libraries; how they should be divided in the opinion of a group of representative catalog librarians; and how this division is related to the content of cataloging courses in library schools.

It is assumed (1) that there is a real distinction between professional and clerical activities and between the qualifications and training needed by those who perform them; (2) that a representative group of catalog librarians is competent to apportion the activities of the two groups; (3) that representative groups of catalog librarians and of instructors in cataloging are competent to decide which topics can be studied to best ad-

vantage in accredited library schools by persons seeking to learn how to perform these activities; and (4) that group judgments concerning the relative merits of specific activities in isolation are equally valid when applied to the activities in combination.

THE PROCEDURE

In selecting the libraries in which to study the cataloging¹ activities, the factors of location, type, and size of the library were considered, in order that the selected libraries should constitute a reliable sampling. The number of full-time staff members served as a basis for division of the libraries by size, since in the judgment of the writer that factor was more closely associated with variation in cataloging activities than such other possible criteria as number of volumes or population served.² Accordingly, a list of sixty-nine libraries³ was drawn up representing: eastern, middle-western, western, and southern sections of the United States; high-school, normal-school, college, university, general reference, and public libraries; and small, medium-sized, and large libraries.

Eighty-three catalog librarians representing these sixty-nine libraries, selected on the basis of their professional training, rank in their department, and length of library experience, were chosen from the list of library-school alumni, the membership list of the American Library Association Catalog Section, and the personnel columns of library periodicals.

¹ The term "cataloging" as used in this investigation includes both "classification" and "subject headings." In some schools these two subjects are taught as parts of the comprehensive cataloging course; in others, as separate courses. The term "catalog librarian" is used to limit the discussion to those librarians who include cataloging among their activities. Usually these librarians are members of the catalog department with duties requiring special training and judgment, such as, classifying, assigning subject headings, making critical estimates and notes, revising, editing, and making decisions in regard to policies and methods. The designation is therefore synonymous with "professional worker in the catalog department." The term has also been used in a broader sense to include the librarian of a small library or other professional worker if he performs, as a part of his duties, the type of work previously specified.

² *American library directory* (New York: R. R. Bowker, 1930) supplied this information. See pp. 9, 10, 247, 357, 457.

³ For a list of these libraries see Table XVII, p. 244 of S. G. Akers, "Relation between theory and practice of cataloging; with special reference to courses in cataloging in library schools" (Doctor's thesis, Graduate Library School, University of Chicago, 1932).

A list of 190 activities at the level of analysis common to the types of libraries included in this study was compiled from the "Classified list of basic duties with methods of performance" prepared by the American Library Association Curriculum Study Staff in 1925-26. These the investigator divided into two groups, the first including the activities which in her judgment, as based on her own experience, should be delegated to professional workers; the second including the activities she thought should be delegated to clerical workers.

Twelve instructors in cataloging from the sixteen library schools accredited in 1927-28, the time at which this investigation was begun, sent topical outlines of their courses and letters with additional information. From these data the list of topics taught in cataloging courses was compiled. A few specialized topics which appeared only occasionally in the submitted outlines were omitted or appended to the broader topics to which they belonged. The 129 listed topics were then classified under the main-activity headings: (1) cataloging processes⁴ and (2) activities relative to the organization and administration of the catalog department.

The activities were then classified under the same headings as the topics, distinguishing the professional and clerical under each heading. In order that the lists might not be too long for careful checking, they were divided into two parts: Form I,⁵ "The Activities relating to cataloging processes and their accompanying topics"; Form IV,⁵ "The Activities relating to the organization and administration of the catalog department and their accompanying topics." Exhibit I is a specimen page from Form I. Form IV is similar in form.

⁴ The term "cataloging processes" is used to include those processes which are involved: (1) in classifying printed material; (2) in making and indicating decisions regarding headings, bibliographic description, and types of entry; (3) in making the entries described in number (2) above for the catalog; (4) in maintaining catalogs, i.e., (a) arranging and filing cards in the catalog and revising this work; (b) overseeing the catalogs to detect subjects needing subdivision; (c) supervising the physical condition of the catalogs (fulness of the trays, condition and adequacy of the catalog cards, guide cards, etc.); (5) in taking inventory—both supervising the work and the activity itself; (6) in withdrawing material—making the necessary changes in the cataloging records as well as actually removing the cards from the catalog.

⁵ See Akers, *op. cit.*, pp. 182-232.

Form I was checked by the eighty-three librarians whose selection has been described above, to show (1) which activities were performed in their libraries; (2) by what type of worker they thought each activity should be performed; and (3) which

EXHIBIT I

SPECIMEN PAGE OF FORM I*

1. EXAMINING MATERIAL TO BE CATALOGED AND CLASSIFIED		
Professional Activities in Representative Libraries	Clerical Activities in Representative Libraries	Course Topics, 1928-29, from 12 of the 16 Accredited Library Schools
1. A. Examine book to determine <i>form of main entry</i> , using L.C. cards as basis 2. Indicate tentative form of main entry 6. Indicate choice of main entry (to be approved by supervisor) and cross-references to be made	3. Consult authority list; public or official catalog; depository catalog; and printed aids, e.g., biographical dictionaries, British Museum catalog, U.S. catalog regarding tentative form of main entry 4. Follow established rules in determining special forms, e.g., initials, pseudonyms 5. Indicate form of name accepted by authorities consulted and cross-references needed, signing initials of searcher	1. Definitions 2. Aids for form of name Authority list: 3. Personal entry 4. Corporate entry 5. Main entry other than personal or corporate 6. Personal entries for compound names; married-women's names, etc. 7. Corporate entries for government documents, societies, institutions, miscellaneous bodies and organizations 8. Main entries other than personal or corporate, e.g., anonymous classics 9. Name cross-references

* For the complete form see Akers, *op. cit.*, pp. 182-201.

topics they thought should be taught in the cataloging course for the efficient performance of cataloging activities. The returns from this checking, however, showed that certain points needed to be rechecked and that certain factors had been neglected. Forms IIa-d⁶ and III,⁶ therefore, which listed the same

⁶ See Akers, *op. cit.*, pp. 182-232.

activities and topics as Form I, were sent out to selected individuals of the original eighty-three librarians to ascertain such matters as: How much were the catalog librarians who checked Form I influenced by the author's tentative delegation of the activities as professional or clerical? Would they delegate these activities differently at another time? Which activities were related to which topics? Were any topics related to clerical activities only?

Form IV, consisting of the activities concerned with organizing and administering the catalog department, was sent out to sixty-five of the original eighty-three catalog librarians to ascertain: (1) which of the activities listed were performed in the departments of the representatives who checked the lists; (2) which, if any, were considered clerical; (3) which of the topics these representatives thought should be included in the course; (4) which topics could be better learned in the library; and (5) which topics were unrelated to any activity in the department and do not need to be taught anywhere.

Assuming that there were no errors in selecting all the activities or topics at the level of analysis chosen, the lists are complete for the time at which these data were collected, 1925-26. Since the catalog librarians were given an opportunity to make additions to both Forms I and IV in the fall of 1930, and the cataloging instructors were given a similar opportunity in March, 1931, these lists may be considered as complete for the fall of 1930 and the spring of 1931.

The reliability of the findings is supported by statistical evidence⁷ which shows that (1) the catalog departments studied constitute a reliable sample of that department in libraries of the selected sizes and types; (2) the catalog librarians who checked these activity and topic lists constitute a reliable sample of catalog librarians; (3) the judgment of these catalog librarians does not vary from time to time; (4) the non-votes of the catalog librarians on Form I can be explained and interpreted satisfactorily; (5) the judgment regarding the delegation of activities is practically the same among catalog librarians of

⁷ See Akers, *op. cit.*, pp. 276-93.

small, medium-sized, and large libraries of the six types represented in this study.

DIFFERENTIATION BETWEEN PROFESSIONAL AND
CLERICAL CATALOGING ACTIVITIES

A study of library literature reveals that there is no universally accepted definition of the terms "professional" and "clerical" but that there are more instances of agreement than of disagreement in the use of these terms. The evidence of the data from three unpublished studies⁸ shows that as a group the catalog librarians who co-operated in this study were in agreement in their use of the terms.

The criteria⁸ used to distinguish "professional workers" from "clerical workers" in Miss Howe's unpublished studies are: academic education, type of training, length and type of library experience, scores made on standardized tests, and type of duty performed. An examination of these data for the professional staffs of sixteen catalog departments represented in this study established the fact that the typical professional worker in the catalog department of the type and size of libraries studied has had four years of college work, one year in a library school, and from six to seven years of library experience.

A study of similar data for the clerical staff of these same departments shows that the typical clerical worker in the types and sizes of libraries studied has had four years of secondary-school work, training in the department, and from two to three years of experience in a library.

A comparison of professional and clerical activities as listed in this study shows that each group has its own attributes. Characteristic professional activities involve examining the material to be cataloged, considering how it will be used and its relation to other material in the library and to readers in that community, consulting classification schedules and subject-heading lists, deciding how the material shall be treated, indicating this decision, supervising routine processes necessary for

⁸ Two unpublished studies by H. E. Howe; and Akers, *op. cit.*, pp. 20-64.

carrying out this decision, and approving finished work. The professional activities of organization and administration involve considering the work to be done, consulting the administration of the library, determining and formulating policies, co-operating with other departments, planning the work of the department and assigning it to the departmental staff.

Characteristic clerical duties, on the other hand, involve consulting the records of the department, following established rules, indicating what is found, and typing—or duplicating in other ways—filing, withdrawing, and sorting cards.

In making this study of the division of cataloging activities, the following problems are considered:

1. What activities are performed in the catalog departments studied?
2. Which activities *are performed* by catalog librarians, which by clerical workers in the catalog departments studied?
3. Which activities *should be performed* by catalog librarians, which by clerical workers, in catalog departments of libraries of the types and sizes studied?
4. To what extent is there agreement between *practice* in delegating activities as professional and clerical and *judgment* as to how they should be delegated?
5. Is the judgment regarding the delegation of activities to professional or clerical workers the same among catalog librarians in small libraries as among these workers from the catalog departments of medium-sized and large libraries?
6. Is the judgment regarding this delegation of activities the same among catalog librarians from medium-sized and large college, university, reference, and public libraries, as from these public libraries only?
7. Which activities performed in the catalog department in some of the libraries studied are performed in another department in other libraries studied?

Tables I and II show the 72 and the 35 activities involved in cataloging processes which are performed by catalog librarians and by clerical workers, respectively, as recorded by 60–100 per cent of the departments voting. It is of interest to note that while 30 of the 117 activities received a 100 per cent vote for performance by professional workers, only one activity, namely, "Making [catalog] tray labels and inserting them in [card] holders," received a 100 per cent vote for performance by clerical workers.

TABLE I

SEVENTY-TWO OF THE 117 ACTIVITIES INVOLVED IN CATALOGING PROCESSES
PERFORMED BY CATALOG LIBRARIANS AS RECORDED BY 60-100
PER CENT OF THE DEPARTMENTS VOTING

Activity	Percentage Voting "Professional"
Examining book to determine form of main entry, using L.C. cards as basis..	94
Indicating tentative form of main entry.....	93
Consulting authority list; public or official catalog; depository catalog; and printed aids, e.g., biographical dictionaries, British Museum catalog, U.S. catalog regarding tentative form of main entry.....	81
Following established rules in determining special forms, e.g., initials, pseu- donyms.....	84
Indicating form of name accepted by authorities consulted and cross-refer- ences needed, signing initials of searcher.....	84
Indicating choice of main entry (to be approved by supervisor) and cross- references to be made.....	84
Comparing book with printed cards, verifying and revising cards to agree with book in edition, etc.....	81
Examining book roughly to determine extent of cataloging on basis of im- portance.....	97
Indicating special or usual handling of a book or books.....	100
Indicating exceptions to the usual forms of cards.....	100
Examining book for peculiarities, e.g., changed titles, changes in publisher, reprints.....	87
Indicating peculiarities of the book on "copy form," rough slip, etc., adding searcher's initials.....	79
Consulting card in Union catalog for notes about peculiarities to be copied on cards for new title for a branch or department; printed aids for in- formation concerning peculiarities of a book such as changed title, etc....	74
Indicating form and fulness of shelf-list card if it is unusual.....	100
Indicating special items to be added to cards, e.g., descriptive, explanatory, or reference notes.....	100
Making "copy form" for full main entry, or indicating changes, etc., for L.C. cards, or marking title-page of book.....	94
Examining book to determine added entries to be made, exclusive of analyt- ics and subjects.....	97
Consulting authority list, etc., as outlined above with respect to form for main entry.....	78
Indicating choice of added entries (to be approved by supervisor).....	75
Examining book to determine the necessary author and title analytics.....	100
Deciding special questions, e.g., as to peculiar form of analytic.....	100
Indicating analytics to be made for a given book.....	100
Consulting authority list, etc., as outlined above with respect to form for main entry.....	87
Examining title-page, table of contents, preface, etc., for general idea of the content of the book; verifying this by reading enough of the text to be sure of author's aim and accomplishment.....	100

TABLE I—Continued

Activity	Percentage Voting "Professional"
Choosing tentative subject headings.....	100
Choosing tentative classification symbol.....	100
Consulting authority list.....	100
Consulting classification schedules.....	100
Consulting public catalog (to see what number or numbers are usually assigned to a particular subject heading, how previous volumes of a series or of an author have been handled, etc.).....	93
Consulting shelf-list (with reference to previous use of classification symbol and how far it has been carried out).....	93
Consulting book notes and reviews.....	93
Consulting aids, e.g., <i>Book-review digest</i>	93
Consulting expert on the subject as a help in determining subject headings and the best place in the classification schedule for the book.....	100
Constructing an original classification number for the book if necessary....	100
Indicating choice of subject headings and classification symbol (to be approved by supervisor).....	97
Referring to adopted book number tables for book number.....	79
Consulting shelf-list to avoid duplication in assigning book numbers.....	71
Indicating choice of book number (to be approved by supervisor).....	73
Approving form for main entry; if checked as previously used approve, otherwise note authorities consulted.....	100
Approving form for added entries making any necessary changes or corrections.....	100
Revising subject headings comparing with authority list, catalog, further if necessary, making necessary changes or corrections.....	100
Checking classification number comparing with printed scheme and shelf-list and making any necessary corrections.....	100
Approving subject headings and classification number for the book.....	100
Approving book number.....	100
Comparing book and "copy form" and revising full content of "copy form" correcting any errors discovered.....	100
Indicating extra cards needed for special catalogs.....	84
Forwarding book to marker or circulation department and "copy form" to editor.....	63
Editing all "copy forms" before they are sent to printer or typist, to be sure they are correct as to main entry, form of card, added entries, classification and book number.....	93
Delivering "copy forms" to printer or typist.....	71
Proofreading printed or typed cards from forms established by supervisor and delivering cards to filer.....	83
Annotating printed subject-heading list, adding new headings, noting changes in use of headings listed as regards form, wording, or application.....	94
Checking printed subject-heading list for subject headings adopted if authority file on cards not kept.....	100
Determining necessary cross-references for subjects used, consulting subject authority list for those previously adopted, recording new ones.....	100

TABLE I—Continued

Activity	Percentage Voting "Professional"
Maintaining complete and up-to-date authority lists and annotating official copy of the classification schedules and of the cataloging code	100
Obtaining cards needed for corrections or additions	94
Obtaining old catalog cards and considering their use in recataloging	85
Sorting each group of cards to obtain more important cards for immediate filing	87
Delegating responsibility for filing	100
Revising filing of cards and, if correct, locking in permanent position or removing reviser's guide tabs; if incorrect, correcting errors or sending for original filer and repeating process	75
Watching for errors in old filing, in old card work, soiled or worn cards, etc., while revising filing	83
Correcting errors in card work or filing found when revising filing or referring to proper person for correction	81
Subdividing subject headings found to need it	100
Reporting congestion in catalogs calling for transfer of cards	69
Receiving report of congestion in particular catalogs, determining extent of transfers necessary to relieve it, determining procedure to be followed and having cards transferred to trays above or below or throughout catalog	97
Indicating form and style of home-made tray labels	69
Preparing copy for specially printed labels and proofreading them	70
Considering established system and routine and typical patron in constructing effective wording for instruction cards or signs for the catalog	100
Revising instruction cards or signs and their location	81
Indicating kind of guide cards and number required	100
Revising guide cards made and their filing	79
Supervising inventory	100
Supervising withdrawals	100

Table III shows the remaining 10 activities which are recorded as performed by catalog librarians in 42-58 per cent of the departments, and by clerical workers in 42-58 per cent, as recorded by the chiefs of those departments. For instance, "Periodically weeding out the file of L.C. cards waiting for use" is performed by a catalog librarian in 50 per cent of the departments, by a clerical worker in 50 per cent.

In a number of cases a catalog librarian marked an activity both professional and clerical. This often occurred in such an activity as "Typing authority cards and necessary cross-reference cards for the new names." If this is performed by a professional

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TABLE II

THIRTY-FIVE OF THE 117 ACTIVITIES INVOLVED IN CATALOGING PROCESSES
PERFORMED BY CLERICAL WORKERS AS RECORDED BY 60-100
PER CENT OF THE DEPARTMENTS VOTING

Activity	Percentage Voting "Clerical"
Making assigned catalog entries on L.C. cards, following "copy form" or other instruction slip.	73
Typing authority cards and necessary cross-reference cards for new names for added entry headings.	66
Duplicating unit card for added entries (including shelf-list cards).	92
Typing added entries short form (may use order card as shelf-list card).	87
Typing authority cards for new subjects.	71
Adapting L.C. or local unit cards as subject cards.	70
Adding call number to the cards.	64
Duplicating sets as required for Union, official, branch, or department public catalogs.	87
Delivering completed set of cards with "copy form" to proofreader.	92
Typing "see" and "see also" subject cross-reference cards for public and official catalogs and for subject authority list for new subjects.	91
Adding new subjects to cross-reference cards drawn from the catalogs or authority lists, re-writing where necessary.	84
Drawing cards from records, making and inserting "dummies" for them, and adding new editions, added series titles, notes, volume, copy, or accession number.	80
Drawing cross-reference cards from the catalogs and authority files and adding new names or subjects, re-writing where necessary.	90
Drawing cards from the catalogs and changing author or other headings to agree with new headings decided upon.	90
Changing call numbers on cards for books being transferred to another location.	87
Re-writing soiled or worn cards and series cards whose titles need rearrangement.	94
Arranging all cards for filing.	94
Forwarding cards for filing elsewhere.	64
Selecting and filing more important cards first, choosing best time for filing, later filing less important cards.	60
Filing authority list cards.	75
Filing order cards (until books are cataloged).	87
Filing record of L.C. orders.	80
Filing L.C. cards received until ready for use.	79
Filing L.C. orders held.	86
Filing slips or lists returned from L.C. with reports on causes of delays in shipping cards.	77
Making tray labels and inserting them in holders.	100
Making catalog instruction cards for the trays, or instruction signs for use outside the catalog.	86
Filing instruction cards in catalog or placing instruction signs near catalog.	69
Making sets of guide cards for the catalogs.	93

TABLE II—Continued

Activity	Percentage Voting "Clerical"
Arranging and filing guide cards for each catalog.....	66
Drawing shelf-list cards for books to be withdrawn and marking each one as drawn, or all at one time.....	67
Drawing official and public-catalog cards for books to be withdrawn, destroy- ing if titles are not to be replaced, filing in temporary file if they are to be replaced.....	91
Forwarding book cards for withdrawn books to proper selection agency for replacement decisions.....	67
Marking accession records indicating withdrawals.....	87
Marking and disposing of books.....	78

TABLE III

TEN OF THE 117 ACTIVITIES INVOLVED IN CATALOGING PROCESSES PERFORMED BY
CATALOG LIBRARIANS IN 42-58 PER CENT OF THE DEPARTMENTS, BY
CLERICAL WORKERS IN 42-58 PER CENT OF THE DEPART-
MENTS, AS RECORDED BY THEIR CHIEFS

Activity	Percentage Voting "Profes- sional"	Percentage Voting "Clerical"
Indicating tentative book number (to be approved by super- visor).....	58	42
Typing authority cards and necessary cross-reference cards for new names for main entry headings.....	47	53
Typing main card.....	57	43
Typing all cards as specified.....	54	46
Sorting cards made or adapted in catalog department by places of filing, e.g., main catalog, shelf-list, etc.....	53	47
Watching for errors in previous filing, errors on other cards, soiled or worn cards, while filing; reporting or correcting, re- writing if necessary.....	42	58
Periodically weeding out file of L.C. cards waiting for use...	50	50
Taking inventory.....	42	58
Receiving book card or books for withdrawals and arranging to facilitate drawing shelf-list cards or receiving shelf-list cards.....	50	50
Forwarding for filing official and public-catalog cards for with- drawn books.....	54	46

worker, it is no doubt for the reason that it takes little more time to type the final cards than to prepare the copy for the typist and it saves rehandling. Other activities, "Taking inventory," for example, are performed by a professional and a clerical worker working together, eliminating further supervision.

The complicity of the material to be handled is a factor that influences the division of work in the various catalog departments. The average book of fiction in a popular library, especially if the form of the author's name to be used in that particular catalog has already been established, can be cataloged satisfactorily by a clerical worker. On the other hand, in a scholarly library where there are collections of foreign literature and translations, even fiction presents cataloging difficulties requiring the attention of a professional worker.

Certain conditions peculiar to individual libraries affect the apportionment of staff duties and contribute to the variations in the data secured. An understaffed library, for example, may require its professional workers to perform clerical duties, or ask clerical workers to undertake professional activities.

These explanations, however, why certain activities may have been marked as both professional and clerical, or as professional by some catalog librarians and clerical by others, should not be allowed to obscure the need for further study of them, that they may be delegated most efficiently in all departments.

Table IV lists the 73 professional activities involved in organizing and administering the catalog department recorded as performed by from 7 to 100 per cent of the departments voting. Thus Tables I-IV answer problems 1 and 2 as to what activities are performed and by which type of worker.

Two other tables complete the picture of what cataloging activities are performed. Table V lists the 10 activities, included in the list of 190, which are performed in departments other than the catalog department in from 5 to 70 per cent of the libraries studied. Table VI lists the 9 professional activities involved in organizing and administering the catalog department which were added by the catalog librarians who checked the lists.

TABLE IV

THE 73 PROFESSIONAL ACTIVITIES INVOLVED IN ORGANIZING AND ADMINISTERING
THE CATALOG DEPARTMENT RECORDED AS PERFORMED BY 7-100
PER CENT OF THE DEPARTMENTS VOTING

Activity	Percentage Voting "Per- formed"
Considering the policies and practices of other libraries in the community and of similar libraries elsewhere in determining the policies and practices of the department.	86
Determining objectives in catering to peculiar needs of regular clientele; e.g., simple or complex cataloging and classification, type of cards to be used. .	81
Consulting administration on questions affecting the policies of the library. .	98
Consulting administration for important decisions regarding the work of the department.	96
Considering form and extent of co-operation with other libraries and departments; e.g., by distributing library's printed cards, by cataloging books for departmental or branch libraries.	91
Planning co-operation in the work of the library; e.g., by changing routine or plans to accommodate work of another department; borrowing or lending assistants for occasional work; discussing cataloging questions at general staff meetings; cataloging for departmental or branch libraries.	93
Co-operating in acquisition work; e.g., by treating new material expeditiously.	100
Co-operating in administration; e.g., by consulting librarian on questions of policy, helping in personnel work, furnishing records.	96
Co-operating in administration of buildings and grounds; e.g., by recommending equipment, repairs, and cleaning.	83
Co-operating with binding and repair work; e.g., by reporting books which need binding or repair.	83
Co-operating in book selection; e.g., by recommending books desirable for general collections, volumes lacking from serial sets, replacements.	82
Co-operating in circulation work; e.g., by maintaining a desk schedule for relief; handling rush books specially requested for circulation; notifying of receipt of new books which are in demand; making changes in catalog found by noting questions catalog should answer but does not.	94
Co-operating in publicity work; e.g., by supplying lists of new books; arranging display of new books.	65
Co-operating in reference work; e.g., in maintaining desk schedule for relief, helping to search special reference questions.	60
Preparing a definite course in the use of the catalog for the library staff. . .	8
Conducting classes in cataloging for library staff.	15
Conducting classes in cataloging for users of the libraries.	5
Providing incidental instruction in cataloging.	70
Keeping posted on the general routine of a catalog department through professional and trade literature, professional training, visits to libraries, correspondence, professional meetings.	100
Considering work to be done, hours to be covered, provision for professional and clerical staff, and for each staff member, and drawing up tentative schedule best meeting all requirements.	93

TABLE IV—Continued

Activity	Percentage Voting "Per- formed"
Drawing up departmental staff rules in conformity with general staff rules of the library regarding personal use of library equipment, telephone....	38
Determining size and type of professional and clerical staff required to do the work of the department; e.g., setting standard for members of the staff with reference to their academic and professional education, experience, and traits.....	74
Consulting administration about staff organization, division of work schedules, staff routine.....	77
Making recommendations concerning the necessary personnel; e.g., for initial staff, for annual needs, for candidates, for former staff members.....	89
Choosing staff on basis of standard set; e.g., by means of interview, a study of the candidates' record, work trial, and study of work done.....	75
Considering special qualifications of individual staff members with reference to the regular work and special phases of it, and to the quarters and equipment of the department.....	89
Planning schedule for the work of the department.....	94
Assigning work and delegating responsibility to staff members, according to number available, interests.....	98
Holding departmental staff meetings.....	43
Providing incidental instruction in cataloging for members of the departmental staff, especially new assistants.....	91
Preparing a definite course for classes in cataloging for the departmental staff.....	7
Conducting classes in cataloging for the departmental staff.....	8
Considering community, size and type of library in adopting codes and formulating rules for cataloging, subject headings, classifying, and book numbers.....	91
Considering cataloging and classification systems and rules in use in the library and elsewhere.....	94
Considering the advantages and the disadvantages of different kinds of catalogs, forms of catalogs, kinds of card work with reference to their adaptability to the needs of the library, their economy, convenience, and simplicity.....	89
Considering advantages and disadvantages of special records; e.g., shelf-list, serial record, official catalog, authority lists and depository catalog, Union lists.....	100
Determining necessary records; e.g., public catalogs; special catalogs as serial record, shelf-list and authority lists, annotated classification schedule.....	98
Choosing kind and form of catalogs to be used and codes to be followed....	93
Considering the advantages and the disadvantages of different subject-heading lists; e.g., simplified list for small library, special list for children's catalog with reference to their adaptability to the needs of the library, simplicity, and convenience.....	89
Choosing basic subject-heading list or lists, and supplementary aids.....	91
Considering the advantages and the disadvantages of different classification systems; e.g., Dewey Decimal, Library of Congress, an original system, with reference to their adaptability to the needs of the library, their simplicity, convenience.....	77

TABLE IV—Continued

Activity	Percentage Voting "Per- formed"
Choosing systems of classification to be used.....	65
Considering the advantages and the disadvantages of different book-number schemes; e.g., Cutter-Sanborn, an original system, or none, with reference to their adaptability to the needs of the library, their convenience.....	77
Choosing book-number scheme to be used.....	69
Recommending to administration the kind and form of catalogs, subject-heading lists, classification system, book-number scheme, and filing system to be used.....	79
Formulating special rules as questions arise basing decisions on local usage and code adopted.....	98
Incorporating special rules in library codes.....	88
Considering the library's needs and the cost of different forms of cataloging records; e.g., L.C. or locally printed, multigraphed, or typed cards; printed form cards for such records as serial record, Union shelf-list, and personal efficiency record.....	89
Determining and designating type of material for which L.C. cards are to be ordered and adopting form for ordering them.....	96
Determining form and fulness for cards to be used in the various records for the ordinary material for which L.C. cards are not available.....	100
Determining form and fulness of card for material requiring special handling; e.g., fiction, books in rental or special-subject departments; periodicals..	96
Determining policies regarding the use of annotations.....	89
Determining form of accessioning to be followed; e.g., combined order-shelf-list record, loose sheets.....	56
Determining form of withdrawing to be followed; e.g., special withdrawal file, note on shelf-list.....	88
Keeping sample file of forms for all records used in catalog department....	72
Considering the division of work, harmonizing individual and departmental routine for professional and clerical staff, and the activities essential to each process.....	94
Consulting administration and staff members concerned in planning routines for processes.....	88
Determining whether work shall be handled by subject or by process; e.g., all art books completely cataloged by one person, or all classification done as separate process.....	89
Determining routing of books through the catalog department; e.g., receiving material for cataloging, sorting books by subject or process, forwarding rush books.....	98
Determining routine for each process and each position in the department; e.g., place in routine, and by whom L.C. catalog cards are to be ordered..	96
Maintaining list of directions for general routine of cataloging.....	82
Planning budget for department.....	29
Keeping record of departmental expenditures and of stock on hand.....	41
Determining what statistics to keep.....	89
Establishing rules for keeping statistics.....	94
Keeping record of time spent and work accomplished by each staff member	62
Summarizing time and work records.....	62

TABLE IV—Continued

Activity	Percentage Voting "Per formed"
Preparing annual reports anticipating departmental needs in personnel, furniture, equipment, and supplies; other regular and special reports. . .	86
Planning and maintaining catalog department quarters [and equipment] so as to secure the greatest efficiency.	93
Investigating catalog-department equipment and supplies through professional and trade literature, visits to libraries, consultation with own staff members.	82
Determining needs of the department in books and furniture, and other equipment and supplies.	96
Making recommendations to the librarian for special needs in books, furniture, and other equipment and supplies.	100
Requisitioning items in books and furniture, and other equipment and supplies.	72

Problems 3 and 4 may advantageously be considered together. The question as to which activities *should be* performed by catalog librarians and which by clerical workers is a matter of

TABLE V

TEN ACTIVITIES WHICH ARE PERFORMED IN DEPARTMENTS OTHER
THAN THE CATALOG DEPARTMENT IN FROM 5 TO 70 PER
CENT OF THE LIBRARIES STUDIED

Supervising inventory
 Taking inventory
 Supervising withdrawals
 Forwarding book cards for withdrawn books to proper selection
 agency for replacement decisions
 Marking accession records indicating withdrawals
 Determining form of accessioning to be followed; e.g., combined
 order-shelf-list record, loose sheets
 Planning budget for department
 Keeping record of departmental expenditures and of stock on
 hand
 Determining what statistics to keep
 Establishing rules for keeping statistics

judgment, not of noting existing conditions, which may or may not reflect the best judgment of the administrator. A comparison of the lists of activities recorded by catalog librarians as

being performed in their libraries by professional workers with the list of activities which in their judgment *should be* performed by professional workers, and similar comparisons of clerical activities, showed very general agreement.

TABLE VI

THE 9 PROFESSIONAL ACTIVITIES INVOLVED IN ORGANIZING AND ADMINISTERING THE CATALOG DEPARTMENT WHICH WERE ADDED BY THE CATALOG LIBRARIANS WHO CHECKED THE LISTS

- Co-operating with other libraries by replying to correspondence, discussing methods with visiting librarians, checking lists for Union list of serials, etc.
- Co-operating with outside library organizations; e.g., in planning programs for meetings, in preparation of papers, in attending meetings
- Holding conferences with individual staff members in regard to their work
- Considering problems of fatigue and health of departmental staff
- Considering the advantages and the disadvantages of different filing systems for the catalogs and other card records, e.g., Cutter
- Choosing filing system to be used
- Considering the advantages and the disadvantages of different kinds of guide cards, e.g., printed guide cards
- Choosing kind of guide cards to be used
- Determining routine for inventory

Over the activities listed below librarians disagreed with regard to their delegation either in practice or in theory.

1. *Activities professional in practice, controversial in theory*
 - Forwarding book to marker or circulation department and "copy form" to editor
 - Delivering "copy form" to printer or typist
 - Proofreading printed or typed cards from forms established by supervisor, and delivering cards to filer
 - Reporting congestion in catalogs calling for transfer of cards
2. *Activities clerical in practice, controversial in theory*
 - Forwarding book cards for withdrawn books to proper selection agency for replacement decisions
3. *Activities controversial in practice, professional in theory*
 - Indicating book number found

Receiving book card or books for withdrawals and arranging to facilitate withdrawing shelf-list cards or receiving shelf-list cards

4. *Activities controversial in practice, clerical in theory*

Typing all cards as specified

Periodically weeding out file of L.C. cards waiting for use

The examples given above show clearly different interpretations of different activities.

The judgment of 78 per cent of the catalog librarians voting on the 73 activities involved in organizing and administering the catalog department is that they should all be performed by catalog librarians. Table IV lists these activities. Twenty-two per cent of the catalog departments state that 8 of these 73 activities are performed by clerical workers. These eight are:

Co-operating with binding and repair work, e.g., by reporting books which need binding or repair

Co-operating in publicity work, e.g., by supplying lists of new books, arranging displays of new books

Keeping sample file of all forms of all records used in catalog department

Keeping record of departmental expenditures and of stock on hand

Keeping record of time spent and work accomplished by each staff member

Summarizing time and work records

Determining needs of the department in books and furniture, and other equipment and supplies

Requisitioning items in books and furniture, and other equipment and supplies

It is seen from this comparison of the various tables that, with the few exceptions which have been noted, the professional activities listed in Tables I and IV are performed by catalog librarians and should be performed by catalog librarians, ranked as such according to the criteria set up for this study; that the clerical activities listed in Table II are performed by clerical workers and should be performed by clerical workers. And to answer problem 4, the agreement between the practice and the judgment in delegating activities is very close. This agreement may be stated in terms of correlation coefficients:
 $r = .914 \pm .010$.

The fifth problem to be considered is whether or not the judgment regarding the delegation of activities to professional or

clerical workers is the same among catalog librarians in small libraries as among those workers in medium-sized and large libraries. The data for answering this question are secured by listing the 117 activities involved in cataloging processes in decreasing order of the number of votes for professional performance received from the eighty-three catalog librarians representing sixty-nine libraries co-operating in this study. The votes of these eighty-three catalog librarians appear to the right of each activity; below that, the votes of sixty of the eighty-three representing forty-eight medium-sized and large public, college, university, and reference libraries of the original sixty-nine; and below that the votes of twenty-three of the eighty-three catalog librarians, representing twenty-one small public, high-school, normal-school, college, university, and reference libraries. Of these three groups, Group I is the all-inclusive group of co-operating catalog librarians. The votes of Groups II and III are recorded separately in order that the vote of representatives of the large and medium-sized libraries may be compared with that of the representatives of the small libraries. This table also gives the rank order of each activity when all 117 are ranked in order of the percentage of the votes which they received as professional activities. The second column gives the actual number of votes received as professional, and the third column the actual number of votes received as clerical. The difference between the rank in the second horizontal row of figures and that in the third row shows the extent to which the judgment of the catalog librarians in medium-sized and large libraries differs from that of the catalog librarians in small libraries. A specimen sheet from the table which shows this agreement is given as Exhibit II.

On 7 of the activities so listed there is seen to be a variation of from 3 to 5 in rank order. These activities which appear toward the middle of the list⁹ (thus indicating that the collective opinion concerning their delegation was rather evenly divided) were ranked "clerical" by the catalog librarians in small libraries and "professional" by the catalog librarians in medium-

⁹ See Table IX, Akers, *op. cit.*, pp. 108-26.

EXHIBIT II
SPECIMEN PAGE*

ACTIVITIES	NUMBER OF VOTES BY PROFESSIONAL WORKERS		
	Rank Order	Professional	Clerical
2. Indicate tentative form of main entry	9	80	2
	9	57	2
	10	23	0
	9	15.1	0.5
	10	11	0
25. Choose tentative subject headings.....	9	79	2
	9	56	2
	10	23	0
	10	19	0
	10	11	0
26. Choose tentative classification symbol	9	78	2
	9	56	2
	10	22	0
	10	16	0
	11	11	0
28. Consult classification schedules	9	78	2
	10	58	0
	9	20	2
	10	16	0
	10	11	0
30. Consult shelf-list (with reference to previous use of classification symbol and how far it has been carried out.)	9	78	2
	9	58	1
	9	20	1
	9	15	1
	9	10	1
55. Compare book and "copy form" and revise full content of "copy form" correcting any errors discovered	9	75	2
	9	55	2
	10	20	0
	10	15	0
	10	9	0
48. Revise subject headings comparing with authority list, catalog, further if necessary; making necessary changes or corrections	9	74	2
	9	52	1
	9	22	1
	10	19	0
	10	11	0

* For complete table see Akers, *op. cit.*, pp. 108-26.

sized and large libraries. The explanation may lay in the fact that smaller libraries have, on the whole, simpler material to catalog and can provide closer supervision for their clerical workers. Since this variation occurs in only 7 out of 117 activities, the judgment of catalog librarians in medium-sized and large libraries, and that of catalog librarians in small libraries, in delegating activities to professional or to clerical workers practically agrees.

Problem 6 asks whether or not the judgment regarding the division of cataloging activity is the same among catalog librarians from medium-sized and large college, university, reference, and public libraries as from these public libraries only. The table represented by Exhibit II lists the data necessary to answer this problem as well as problem 5. The fourth horizontal row in the table gives the rank order of the activity and the votes as professional and clerical of the nineteen catalog librarians from medium-sized and large college, university, reference, and public libraries studied; and the fifth horizontal row gives the same data for the eleven catalog librarians from public libraries included in the group represented in the fourth row. There were only 5 activities out of 117 which showed a variation in rank order between the two groups of from 3 to 4 points; only 4 activities which differ by more than 2 points; and only 9 activities which showed a variation of 1 point. The judgment of these two groups in apportioning cataloging activities may be said to practically agree.

What of the professional-clerical delegation of the activities involved in the organization and administration of the catalog department? Do the catalog librarians in various types of libraries agree here? This question was answered previously when it was noted that all the catalog librarians agreed on how 65 of the 73 activities should be delegated; and 78 per cent of them agreed on the other 8 activities.

The seventh and last problem to be considered in this study of the division of cataloging duties is: Which activities performed in the catalog department in some of the libraries studied are performed in another department in other libraries

studied? Among the cataloging processes, there are only 5 activities relating to inventory and withdrawals which are performed by a department other than the catalog department—and that in from 38 to 69 per cent of the libraries. Likewise, in the organization and administration of the catalog department, there are 5 activities concerned with accessioning, budgeting, keeping record of expenditures and of stock on hand, and statistics, which are performed by a department other than the catalog department in from 5 to 70 per cent of the departments surveyed. These latter activities, if not performed in the catalog department, must certainly be performed in consultation with the chief of the catalog department.

This investigation of existing conditions as regards the division of work in catalog departments shows the need of further study of (1) the so-called "professional-clerical activities," to learn why they are performed by professional workers in some departments, by clerical workers in others, and by which *type of worker* they should be performed to promote efficiency and economy in the department; (2) the 10 activities mentioned in the last paragraph to determine by which *department* they can be performed most efficiently.

ANALYSIS OF CATALOGING COURSE TOPICS

What has this apportionment of cataloging activities to professional and clerical workers to do with the content of cataloging courses in accredited schools? It is obvious that if such activities are to be intelligently divided in libraries, the principles underlying the activity and the factors influencing its performance must be presented and discussed in cataloging courses. The topics taught in cataloging courses are, or should be, directly related to the activities a student will later need to know how to perform or supervise as a catalog librarian; and whether these activities are professional or clerical—that is, whether the student will have to perform or supervise them—has a direct bearing on their method of presentation in the course.

Following the plan used in studying the activities, this section

deals with the corresponding problems with regard to topics taught in the cataloging courses:

1. What topics are taught in first-year cataloging courses in accredited library schools?
2. Which of these cataloging-course topics, in the judgment of catalog librarians and of cataloging instructors, should be included in the basic course in cataloging for catalog librarians?
3. To which activities are the topics related? Are they professional activities, clerical activities, or both?

The question of whether certain topics which the catalog librarian needs to know should be taught in the classroom or in the department is also considered.

Problem 1 is answered by referring to the source of the topics used in this study, as outlined briefly on page 103. The second problem is answered by examining Table VII. Here are 87 course topics on cataloging processes arranged in decreasing order according to the votes received from eighty-three catalog librarians for inclusion in the course. In addition, Table VIII gives 33 course topics on the organization and administration of the catalog department arranged in decreasing order on the same basis as those in Table VII.

Eighty-three of these 87 topics received a vote of from 60 to 100 per cent from the catalog librarians for inclusion in the course. The catalog librarians are about equally divided as to the advisability of studying the four topics listed below in the classroom rather than waiting to learn them in the library:

Catalog marks in books

Withdrawals: Added copy or volume: withdrawing all catalog and shelf-list cards, substituting "replacement cards" for main catalog entry and shelf-list

Making temporary shelf-list when classification and book numbers are approved

Books transferred from other departments or other libraries.

Note also the 4 topics added by catalog librarians (indicated by asterisks in Table VII) as topics which should be included in cataloging courses. Apparently the cataloging instructors have felt that these were topics which were better taught in the library, while the catalog librarians have felt that at least

TABLE VII
THE 87 COURSE TOPICS ON CATALOGING PROCESSES RANKED IN DECREASING
ORDER ACCORDING TO THE VOTES RECEIVED FROM 83 CATALOG
LIBRARIANS FOR INCLUSION IN THE COURSE

Topics	Rank Order
Name cross-references.....	10
Subject cross-references.....	10
Principles of classification.....	10
Classification divisions.....	10
Capitalization, punctuation, indentation, spacing.....	10
Terminology.....	10
Subject grouping of books.....	10
Building numbers.....	10
Main entries other than personal or corporate, e.g., anonymous classics....	9
Kinds of analytics: author, title, and subject.....	9
Alphabetizing.....	9
Authority list for personal entry.....	9
Relation of subject headings to classification.....	9
Subdivisions of subject headings.....	9
Theoretical basis of classification.....	9
Classifying polytypical books.....	9
Subject cards.....	9
Arrangement of cards in a catalog.....	9
Classifying different types of material.....	9
Personal entries for compound names, married women's names, etc.....	9
Corporate entries for government documents, societies, institutions, miscel- laneous bodies and organizations.....	9
Titles: alternative, binder's, etc.....	9
Contents.....	9
Main entry under compiler, editor, illustrator, or translator.....	9
Analytics: when and why made.....	9
Authority list for main entry other than personal or corporate.....	9
Edition.....	9
Imprint.....	9
Collation.....	9
Added entries: when to make.....	9
Aids for classification number and subject headings.....	9
Authority list for subjects.....	9
Printed lists of subject headings and their use.....	9
Form of card and items other than author on it.....	9
Tracing.....	9
Procedure in classifying a book.....	9
Form headings versus subject headings.....	9
Notes.....	9
Authority list for corporate entry.....	9
Series note.....	9
Subject headings: principles and policies governing their choice, keeping them up to date.....	9
Order of items on cards.....	9
Extension card.....	9
Reading a book technically.....	9
Special types of material, e.g., "bound withs," music, serials.....	9

TABLE VII—Continued

Topics	Rank Order
Unit-card catalog system	9
Unit or short form of card for added entries	9
Unit or short form of card for analytics	9
Book numbers and the shelf-list	9
Work in changed form, e.g., adaptations	9
Uniformity of catalog cards	9
Aids for form of name	9
Fiction: cataloging, classification, and subject headings	9
Book number dependent on catalog entry	9
Book number for works by a single author	9
Checking printed subject-heading lists	9
Editions: added copies versus added editions	9
Fulness of titles	9
Form of shelf-list cards	9
Arrangement of special classes of books	9
Book numbers for special authors	8
Short form for title cards	8
Title or work marks	8
Union shelf-list	8
Different editions in the same set	8
Modification of L.C. subject headings for small libraries	8
Chronological arrangement of books	8
Figures (i.e., numerals) in the title	8
Length of book numbers	8
Guide cards	8
Reclassifying and recataloging a library	7
Withdrawals: routine	7
Inventory	7
L.C. author notation	7
Replacements	7
Special location marks for books	7
Maintaining the catalog; including labels for the trays	7
Different form for children's catalog†	6
Making "copy forms"; what they include, their use	6
Catalog marks in books	5
Withdrawals: added copy or volume: withdrawing all catalog and shelf-list cards, substituting "replacement cards" for main catalog entry and shelf-list	5
Making temporary shelf-list when classification and book number are approved	4
Books transferred from other departments or other libraries	3
Adding continuations to the catalog, etc., and at the same time noting and ordering numbers lacking*	
Author and title for difficult books and periodicals which are to be bound*	
Methods of work*	
Book number systems, edition notation systems and other notations with reference to their need in large libraries**	

† Only the votes of catalog librarians in public and school libraries were counted in determining rank order.

* Topic suggested by one of the eighty-three catalog librarians who voted on Form I.

** Topic suggested by one of the sixty-five catalog librarians who voted on Form IV.

TABLE VIII

THE 33 COURSE TOPICS ON THE ORGANIZATION AND ADMINISTRATION OF THE CATALOG DEPARTMENT RANKED IN DECREASING ORDER ACCORDING TO THE VOTES RECEIVED FROM 65 CATALOG LIBRARIANS FOR INCLUSION IN THE COURSE

Topics	Rank Order
Catalog's function as a bibliographical record of the material in the library supplementing the classification, with reference to the purpose and plan of the course and its place in the library school curriculum.....	10
Classification's function in making the contents of the library available.....	10
Catalog, distinction between and relation of classification and cataloging.....	10
Catalogs, different kinds and forms of public and official catalogs; e.g., book or card catalog; author and title, dictionary, or classified catalogs with reference to the size and type of the library.....	10
Catalog codes; e.g., A.L.A. official code.....	10
Classification systems and their notations; e.g., bibliographical classification versus practical schemes for book classification; Dewey Decimal, Library of Congress, etc., with reference to the size and type of the library.....	10
Catalogers' reference library.....	9
Catalog cards, their kind; e.g., L.C., locally made, printed, typed, multi-graphed.....	9
L.C. cards: how to order and how to use them.....	9
Accessioning: its purpose and methods.....	9
Shelf-list as accession record.....	9
Cataloging: compensations and value of, to members of catalog department	8
Qualifications of the departmental staff.....	8
Co-operative cataloging.....	7
Cost of cataloging; its importance and how to estimate it.....	7
Supplies.....	7
Statistics and reports.....	7
Equipment.....	7
Planning the quarters.....	6
Staff organization.....	6
Making and keeping the catalog useful as result of contact with readers in their use of the catalog or through reports from members of other departments.....	6
Cataloging and classification, history of, with reference to the objectives of present-day catalog departments.....	6
Securing the staff, e.g., sources of supply, interviews, probation period, etc....	6
Duties of the departmental staff.....	6
Supervision; e.g., its place in the routine; consideration of whether the supervisor shall make the corrections, or shall return work to assistant to be corrected; supervisor's marks.....	5
General policies of the department.....	5
Interdepartmental relations; e.g., exchange of assistants, publicity, supplying information about books in process of being cataloged.....	5
Routing material through the department.....	5
Instruction in the use of the catalog for members of other departments and for patrons.....	5
Planning and assigning the work.....	4
Hours and schedules of the staff.....	4
Comparison of the output of the catalog department of libraries of different types.....	4
Staff rules and regulations.....	3

preliminary instruction along these lines could be given advantageously in the course.

Table VIII gives 33 topics on organizing and administering a catalog department arranged in the same decreasing order as the topics in Table VII. Twenty-one of these 33 topics received votes for inclusion in the course from 60 to 100 per cent of both the librarians and the instructors. The diversity of the votes on 12 of these topics indicates the need for further investigation. The results of a test of the proficiency of the workers who have been taught these topics in the classroom, in the department, or not at all, might serve as a guide in determining which of the three methods should be followed.

It is significant that from one to five of the twelve instructors think that 9 of the 33 topics on organization and administration should be taught in a course other than the cataloging course. Further examination of these 9 topics shows that they relate to: accessioning, instructing staff members and patrons in how to use the catalog, staff rules and regulations, securing and organizing the staff and their hours and schedules, and equipment and quarters for cataloging. That is, they relate to activities which are common to other departments, or which are performed in other than the catalog department in some libraries.

There are only 16 topics which do not receive a 60-100 per cent vote for inclusion in the course by both cataloging instructors and catalog librarians. And these 16 topics receive an 8 per cent, or higher, vote for inclusion. No new topics are suggested for addition, but 8 topics dealing with organization and administration of the catalog department are amended by the catalog librarians and instructors to broaden their scope.

Having ascertained that the topics taught in library schools are approved by both groups, it remains to relate the topics to the activities and to discover which topics relate to professional activities and which to clerical duties. This was done only with regard to topics connected with cataloging processes. No one was asked to relate activities involved in organizing and administering the catalog department to their corresponding topics, since there was general agreement that these activities, and hence the topics teaching them, were on the professional

level, and since approximately one-sixth of these activities in the author's judgment had no corresponding topics in cataloging courses, in certain cases being taught in courses of a more general nature.

There are no topics on cataloging processes which are related to clerical activities only. But the 11 topics listed below are related to professional activities only by both catalog librarians and instructors.

Reading a book technically
Different editions in the same set
Added entries: when to make
Principles of classification
Theoretical basis of classification
Classification divisions
Building numbers
Classifying different types of material
Classifying polytopical books
Library of Congress author notation
Catalog marks in books

There is a lack of uniformity, however, in the judgment of the catalog librarians and of instructors in relating topics to professional and clerical activities, which raises the question whether this part of the study is reliable. For instance the topics "Special types of material, e.g., 'bound withs,' music, serials"; "Work in changed form, e.g., adaptations," are related to professional activities by the catalog librarians and to both professional and clerical activities by the instructors.

Many instructors were reluctant to relate the course topics to the corresponding library activities. The differences in interpretation of both the topics and the activities made a definite correlation impractical. Because of the difficulties inherent in matters of this character, little value can be assigned to this part of the study.

CRITERIA NEEDED IN THE SELECTION OF TOPICS FOR A COURSE

Having ascertained what topics are taught, what cataloging librarians, as well as cataloging instructors, think is essential for the basic course in cataloging, and having considered tentatively

the relation between activities actually performed and these topics, it seems pertinent at this time to suggest criteria needed in the selection of topics for a cataloging course.

To paraphrase Bobbitt¹⁰ in his work on curriculum-making: It is by putting workers to work in the catalog department and by noting the kinds of shortcomings and mistakes that show themselves when training is absent or deficient that we can discover the curriculum tasks for directing professional education. . . . The curriculum-discoverer wishes, for example, to draw up a course of training in cataloging. He will observe the work of the catalog department; he will talk with catalog librarians about all aspects of their work; and he will read reliable accounts which give insight into their activities. From these sources he will discover the particular things that the catalog librarians do in carrying on each piece of work, the specific knowledge which they employ in planning and performing each specific task, the kinds of judgments at which they must arrive, the types of problems they must solve, the habits and skills demanded by the tasks, the attitude of mind, appreciations, valuations, ambitions, and desires, which motivate and exercise general control. . . . He will go to the catalog departments that are most productive and most successful from every legitimate point of view. . . . Cataloging education should aim not at what is but at what should be.

The following section from *Charters*¹¹ is also paraphrased here: There is only one way in which the future can be taken care of, and that is not only to teach the catalog librarian the best methods of performing present cataloging activities but to teach him so thoroughly the technique of thinking and problem-solving in connection with the learning of present activities that when he is confronted with new problems and duties in the future he can use his reason to work out the best possible solution.

Criteria are needed for evaluating the adequacy of the exist-

¹⁰ J. F. Bobbitt, *The Curriculum* (Boston: Houghton Mifflin Co., ca. 1918), 9-10, 247, 357, 457.

¹¹ W. W. Charters, "Functional analysis as the basis for curriculum construction," *Journal of educational research*, X (October, 1924), 221.

ing topics with reference to the professional activities actually performed in catalog departments. The topic list should be analyzed into its elements by means of the activity list, and these elements evaluated with respect to their completeness and their relative importance for catalog librarians in libraries of given types and sizes.

Paraphrasing the *Commonwealth teacher-training study*:¹² Although a course for prospective catalog librarians should not be confined to the study of the significant activities in cataloging, many activities need to be analyzed at some length. . . . If the index of curricular value is as valid as we believe, it would follow that at some point in the training program the significant activities should be described, together with the problems to be avoided or solved and the theoretical principles needed to give coherence and unity to the course. It may be questioned whether the principles can be selected to best advantage unless the selection is determined in part by the curricular value of the activities.

The "index of curricular value" referred to above may be explained as the rank number of the activity when rated by some criterion (e.g., frequency of performance) with reference to its value for inclusion in the course.

Criteria are also needed for ascertaining the "curricular value" of the topic with regard to its related activities, their difficulty, frequency of performance, and importance.

The relationship between the topical values of the activities (such values being determined by having instructors relate topics to activities) and curricular value of the activities (such values being determined by ratings with regard to frequency of performance, difficulty, and importance) may be shown in terms of correlation coefficients. This, if carried out further, would show the correspondence between activities and topics of different ranks and whether or not topics are related to significant or insignificant activities.

¹² W. W. Charters and Douglas Waples, *Commonwealth teacher-training study* (Chicago: University of Chicago Press, 1929), pp. 145, 154-59.

As suggested by Tyler,¹³ instructors in education, after selecting the facts and principles of the course they are teaching, may then check these against the teaching activities listed as a means for determining the emphasis to be given different topics of the course. Likewise, cataloging instructors who have already selected the facts and principles of the cataloging course might check these against the professional and clerical activities listed in this study as a means for determining the emphasis to be given different topics of the course.

There were found to be 4 topics relating to cataloging processes and 12 relating to the organization and administration of the catalog department which, in the judgment of 50 per cent or more of the catalog librarians and of the instructors, should be learned in the library or do not need to be learned at all. These 16 topics are:

Catalog marks in books

Making temporary shelf-list when classification and book numbers are approved

Books transferred from other departments or other libraries

Withdrawals; added copy or volume, withdrawing all catalog and shelf-list cards, substituting "replacement cards" for main catalog entry and shelf-list

Cataloging and classification; history of, with reference to the objectives of present-day catalog departments

General policies of the department

Comparison of the output of the catalog department of libraries of different types

Interdepartmental relations; e.g., exchange of assistants, publicity, supplying information about books in process of being cataloged

Instruction in the use of the catalog for members of other departments and for patrons

Staff rules and regulations

Securing the staff, e.g., sources of supply, interviews, probation period, etc.

Hours and schedules of the staff

Accessioning, the purpose and methods

Planning and assigning the work

Routing material through the department

¹³ R. W. Tyler, "Statistical methods for utilizing personal judgments to evaluate activities for teacher-training curricula" (Doctor's thesis, Department of Education, University of Chicago, 1927), p. 105.

Supervision; e.g., its place in the routine, consideration of whether the supervisor shall make the correction, or shall return work to assistant to be corrected; supervisor's marks

The instructor of cataloging should consider whether or not the inclusion of such topics in the course is justified, from the standpoint of teachability and performance in catalog departments.

The complete topic lists for the cataloging course should be compared with the complete topic list for related courses to be sure that there is no duplication and to ascertain what topics may be omitted from the cataloging course.

To paraphrase the *Commonwealth teacher-training study*¹⁴ again: In evaluating classroom discussion, the activity lists might be used as a basis upon which to record and analyze the discussion. Stenographic records of the discussion could be made over a prescribed period of time. Among other things, the records would indicate which of the activities on the lists were mentioned and would distinguish any part of the discussion that bore no direct relation to any activity on the list. Such a technique would show whether or not the activity was: (1) merely mentioned; (2) described in sufficient detail to make its meaning clear to students unfamiliar with it; (3) discussed to the end of defining difficulties met in performing it; (4) discussed to show methods of overcoming its difficulties; (5) discussed with sufficient thoroughness to define principles that support accepted methods of performing it.

From this could be determined: (1) how far the discussion was relevant to the objectives of the course; (2) whether or not minor topics were given their minor place; (3) how far a superficial treatment of so many activities is justified.

Pertinent comments made by the catalog librarians who checked the list of topics on cataloging processes with reference to what should be taught in the cataloging course for first-year library-school students and whether or not all students should be required to take the same course are quoted below:

¹⁴ *Op. cit.*, pp. 145, 154-59.

"All students should not be required to take the same course."—Chief of the catalog department of a public library.

"Separate would-be catalogers from others by all means."—Catalog librarian of a university library.

"The better and the more thorough the training in fundamentals of cataloging in library school the more efficient and well-qualified is the assistant no matter in what department."—Catalog librarian of a university library.

"Emphasize bibliographical work and general principles."—Chief of catalog department of a university library.

"Emphasize scholarly side of work."—Assistant librarian in charge of cataloging in a university library.

"Most cataloging topics should be at least introduced in library school for the sake of those students who go immediately into positions where there is no one to give them further instruction."—Chief catalog librarian of a university library.

"The course should be broad enough in its scope to give the student a basis for adaptations."—Assistant librarian and chief catalog librarian of a public library.

"Catalogers must know the why of everything, what the catalog is, and what it is for. They need the ability to feel and understand the relations of cataloging to every other job in the department and in the library."—Chief catalog librarian of a university library.

The actual and the potential users of catalogs, including the non-cataloging members of the library staff, need to be interviewed with reference to improvements in the catalog from the service standpoint, e.g., desirable information not now on catalog cards, terms for subject headings, amount of detail for some of the bibliographic items usually given. At what point does the user of the catalog go to the librarian for help, to the books themselves, or give up his attempt to find the material in the library? Studies along these lines would probably add new activities to the work of the catalog department, and more especially new topics and changes in emphasis on topics already included.

CONCLUSION

This study records the consensus of judgment of a group of catalog librarians and cataloging instructors as to what activities should be performed in the catalog department and what topics should be taught in the classroom. It makes available (in Tables VII and VIII) a list of topics which were taught in ac-

credited library-school cataloging courses in 1930-31, and establishes the fact that not one of these topics is related to clerical duties alone by either instructors or catalog librarians. Moreover, since no topic of the 120 listed received less than an 8 per cent vote for inclusion in the course and only 16 topics received a vote of less than 60 per cent for inclusion, there are 104 topics listed in Tables VII and VIII which should be taught, if the consensus of judgment of a reliable sample of catalog librarians and of cataloging instructors is taken as the criterion for selecting the topics.

This investigation shows that the selection of topics for the cataloging course should be made with such questions in mind as: To what activity or activities is this topic related? In whose judgment is it so related? Is it the judgment of only a few or of a reliable sample of the whole group? Is the activity a professional or a clerical activity or both? Is the activity to which this topic is related important? Is it performed in all catalog departments? Is it a topic that can better be learned in the classroom or in the department? If in the department, how will the student who goes to work in a one-staff member library learn to perform it?

Closely related questions which need investigation are: To what extent do existing catalogs meet the needs of their users, and what changes are necessary that they may meet these needs? When these changes—which may bring new activities and exclude present ones—are determined, corresponding changes should be made in the topic lists.

This study makes available: (1) a list of the professional activities which the catalog librarian must know how to perform; (2) a list of the clerical activities which the catalog librarian must be able to teach the clerical staff to perform; (3) a list of activities provoking a difference of opinion as to their apportionment, the factors of which the catalog librarian must know in order to determine how they shall be delegated and to what extent local conditions should be allowed to affect this delegation.

It is hoped that the data which are presented in this study

will be of value to instructors in defining objectives for the cataloging course, and in suggesting similar studies in related fields, especially the more closely related ones, such as the order department. Vocational guidance counselors and counselors in library schools who advise students as to lines of specialization may find the study helpful in giving a detailed picture of the division and type of work performed in a catalog department; and administrators, chiefs of catalog departments, and librarians planning the cataloging in a small library may find these data of value in reconsidering the division of cataloging activities in their own libraries.

SUSAN GREY AKERS

SCHOOL OF LIBRARY SCIENCE
UNIVERSITY OF NORTH CAROLINA

ANNOUNCEMENT

The New York Public Library has copies of the following publications which they will be glad to send to any library applying for them, for the cost of the transportation charges. All requests should be addressed to Robert Lingel, chief of the acquisition division.

Coolidge, Calvin. *Have faith in Massachusetts* (1919).

Crowther, Samuel. *America self-contained* (1933).

Farrell, Hugh. *What price progress?* (1926).

The Future independence and progress of American medicine in the age of chemistry (1921).

Garrett, Gare. *A Bubble that broke the world* (1932).

Gregory, S. R. *Discovery, or the spirit and service of science* (1929).

Lefebure, Victor. *The Riddle of the Rhine* (1923).

Powell, Henry M. *Reducing realty taxes* (1928).

Shoemaker, M. M. *The Heart of the Orient* (1906).

——— *Indian pages and pictures* (1912).

——— *Islam lands* (1910).

Zanetti, J. E. *The Significance of nitrogen* (1932).

THE CONTRIBUTORS TO THIS ISSUE

SUSAN GREY AKERS: for biographical information see the *Library quarterly*, I (1931), 476. Miss Akers received her Ph.D. from the University of Chicago in 1932. At present she is acting director of the School of Library Science at the University of North Carolina.

LEON CARNOVSKY: for biographical information see the *Library quarterly*, I (1931), 476, and III (1933), 95.

AUGUSTUS FREDERICK KUHLMAN: for biographical information see the *Library quarterly*, III (1933), 95.

ERRETT WEIR McDIARMID, JR. was born in Beckley, West Virginia, in 1909. Texas Christian University gave him his A.B. degree in 1929 and his A.M. in 1930. He received his B.A. in library science from Emory University in 1931, and his Ph.D. from the University of Chicago, 1934. While in college Mr. McDiarmid was an assistant in the Texas Christian University Library. In 1931 he was appointed assistant in the Detroit Public Library, and in 1934 he accepted the librarianship of the Baylor University Library, the position he now holds.

H. C. SCHULZ was born in 1902 in Milwaukee, Wisconsin. He was educated at the California Institute of Technology and at the University of California. Since 1924 he has been assistant curator of manuscripts in the Henry E. Huntington Library. Mr. Schulz has contributed articles on medieval subjects and paleography to various scholarly periodicals.

JAMES H. WELLARD, who is at present studying at the Graduate Library School, University of Chicago, on a two-year Rockefeller Fellowship, was born, 1909, in London. He took a B.A. Honors degree at the University of London in 1931 and was awarded the Entrance Exhibition to the School of Librarianship, University of London. In 1933 he received the diploma from this institution and was awarded the Sir John MacAlister Medal as the most distinguished student of the school during 1933. His articles, "The Art of translating" and "English and the need of an Academy," appeared in the *Quarterly review* (London), in 1928 and 1930; and he has contributed to the *Review of reviews* (London), the *Canadian forum*, the *Library Association record*, the *Library journal*, and the *Wilson bulletin*.

THE COVER DESIGN

JACQUES MAILLET began publishing in Lyons in 1482 and probably began work as a printer at the same time; certainly, as the public records of his city show, he was printing in 1491. His field of interests was wide, but to modern readers the romances which he published are the most interesting of all his books. The knightly tales of *Valentin et Orson* and *Fierabras* and Lefèvre's medieval adaptation of classical legends, *Histoires troyennes* and *Iason Medee* he published in illustrated editions and in some cases reprinted them. Besides these, he issued in the fifteenth century such a medieval book of travels as Breydenbach's *Journey to Jerusalem*; law books such as *The Pragmatic sanction of Charles VII*; works of philosophy like Tartateus' *Upon the Logic of Aristotle*; a liturgical work—a Missal for the diocese of Bescançon (1500), which, for some reason, he represented in the colophon as having been printed in Venice—and various other religious books, including four editions of the Latin Bible.

Maillet married Ennemonde Gueynard, the sister of the bookbinder and stationer, Etienne Gueynard. He must have been prosperous, for he maintained a large establishment; in 1493 he was described as having twenty servants, and in another document of the same year as holding a new, large house with a garden behind it. He died in 1515.

The earlier mark of Maillet, which is reproduced on the cover, represents a shield bearing the printer's initials and a mallet (in French, *maillet*) hanging from a tree, supported by two dogs and surmounted by the printer's name.

EDWIN ELIOTT WILLOUGHBY

COLLEGE OF WILLIAM AND MARY

REVIEWS

Countrywide library service. A compilation of articles on service organized by counties and other large units. Edited by ETHEL M. FAIR. Chicago: American Library Association, 1934. Pp. 208. \$2.50.

This volume undertakes "to present a constructive account of methods of making books available over wide areas." It attempts "to gather together the valuable articles originating in progressive thinking for library extension, which have been lost in widely scattered publications; to bring them into focus and make them more widely known and usable to students of library service, to groups interested in book distribution, to librarians in the service, to library organizers and state field agents, and to the citizen interested in reading." It is the expressed hope of the editor that "the picture presented may serve as a starting point for even more adequate patterns of library service for all the people."

The subjects treated are: "Library service over wide areas," "The Need for books," "The Structure of the community," "Promotion of libraries," "Measuring and meeting the cost of the service," "Service to populous areas," "Communication and transportation," "Conditions to guard against in larger units." It will be seen from this list that the scope of the treatment is comprehensive in that it covers the materials which have generally been considered essential in discussions about library extension.

In presenting these materials the editor has drawn upon writings and official reports from sixty-eight sources. The period covered embraces parts of the past two decades, but particularly the past five years, during which larger units, regional libraries, and library planning have been increasingly emphasized. The selections are grouped according to subjects, and are bound together by pertinent comment and suggestion by the editor.

The publication is significant for a number of reasons. It succeeds admirably in bringing together important data bearing on library extension in the past. The development of the county library in America and England is clearly set forth. Demonstrations such as those in the Fraser Valley, New Hampshire, and the Rosenwald counties in the South, are described. Difficulties in organization and support are indicated, and present trends for future development are emphasized.

In these respects it makes available, in a well-indexed, single volume, the more important experience of the library profession in extending library facilities in America. At the same time, it suggests what the task of the librarian

will be who undertakes to promote the extension of libraries in the future. Formulas which have served in the past will not be sufficient in the future. New procedures will have to be evolved; and these, in turn, will have to be developed from more thoroughgoing studies of economic support, unit costs, and schemes of taxation and co-ordination with governmental and other agencies than exist at present. It remains for librarians and workers in allied fields to study these matters intensively before the advance contemplated by the publication can be successfully made.

LOUIS R. WILSON

GRADUATE LIBRARY SCHOOL
UNIVERSITY OF CHICAGO

Reading and the school library [Vol. I, No. 1], October, 1934. Chicago: Eigers Building, Thirteenth Street and Wabash Avenue. Monthly except in July and August. Annual subscription, \$1.00.

The title of this periodical indicates its special field of interest, and the leading editorial of its first number to some extent describes its objectives. The editor offers as its reason for existence: "To give teachers, librarians, and those whose privilege and duty it is to select the books and guide the reading of the coming generation a common meeting place where views can be exchanged, problems clarified, and standards discussed." Judging from the first number, the publication will be essentially descriptive of current practices and suggestive of procedures. It will probably not be critical.

The Table of Contents lists these articles among others: "Building the book collection," by Ruby E. Cundiff; "Books to interest and to inform," by Alice Dalglish; "Questing youth at Brownsville," by Sarah A. Beard; "Elementary reference training," by E. Lenore Casford; "Traditional Scandinavian literature," by Siri Andrews; "Developing reading interests through hobbies," by Estelle S. Bilger. There is an editorial page, a list of current anniversaries, events, and holidays, and suggestive bibliographies. The articles are interspersed with editorial comment, often of the sentimental or "inspirational" sort, to wit:

Note the books mentioned in "Questing youth" and it may come as a surprise that these young people needed only a sympathetic guide to send them far afield or into many new channels—many of them to find true happiness.

Inasmuch as the reviewer is not a school librarian, he is unable to testify, in the accepted jargon, that this publication "will satisfy a long-felt want." But whether the "want" has been long-felt or not, *Reading and the school library* should help many teachers and school librarians to do their jobs more effectively.

LEON CARNOVSKY

GRADUATE LIBRARY SCHOOL
UNIVERSITY OF CHICAGO

Periodical checklist for a teachers college library. By J. I. COPELAND.
(Reprint from the *Peabody journal of education*, Vol. XII [July, 1934].) Nashville, Tenn.: Peabody Library School, 1934. Pp. 12.
\$0.25.

The compiler of this check-list first submitted a preliminary list of periodicals desirable for teachers-college libraries to several teachers-college librarians for suggestions and criticisms. A final revision of this list was then sent to teachers-college librarians throughout the country, 136 of whom responded. Place was provided for suggestions, and these were rated as part of the list itself. Results were tabulated in the following manner: if a periodical was purchased, it received a score of 2; if purchased and bound, a score of 3; if accepted as a gift, a score of 1; and if a gift and bound, a score of 2. The total score for each periodical was found, and those receiving less than 75 were eliminated. Those remaining were ranked according to score. The periodicals are listed alphabetically; and each title includes its score and a symbol, *A*, *B*, *C*, or *D*. Those marked *A* were "most frequently purchased and bound, and therefore recommended for purchase with the first \$100"; those with *B* plus those with *A*, for a periodical budget of \$250; those with *C* plus those with *A* and *B*, for a \$400 budget; and those with *D* plus those with *A*, *B*, and *C*, for a \$600 budget.

One cannot question the value of this check-list as a record of the periodicals taken by our teachers-college libraries; nor would one discount the usefulness of the ranking system, if it is sound. But is one justified in saying that certain periodicals are to be purchased with the first \$100 just because most teachers-college libraries happen to subscribe to them? Let us tabulate those marked with *A* on the basis of subjects covered and determine whether or not the compiler's method results in a selection that covers the courses taught in teachers colleges.

General Subjects Represented by Periodicals Marked <i>A</i>	Number of Periodicals
General reading.....	12
Education.....	10
Science (general, including nature study).....	4
Health problems.....	2
Art.....	1
Library science.....	1

This leaves the following fields not represented by a single professional periodical: history, English, sociology, chemistry, physics, biology, geology, political science, and music. It seems reasonable to assume that the librarian with only \$100 to spend could do better by merely listing the fields in the curriculum and then trying to distribute the periodicals over as many of the fields as possible or desirable.

Furthermore, one wonders if this method results in the best selections in

each field of subject matter. If the spender of only \$100 followed this list, in the field of education he would have ten periodicals, but he would be without the following, which without question should be in every teachers college library: *Progressive education*, *Review of educational research*, and *Research bulletin of the National Education Association*. Undoubtedly the errors resulting from this method of selection would be less serious as more periodicals were purchased, but that does not justify the method.

The compiler has apparently assumed that the binding of periodicals is always advisable because he uses that as one of the weights in rating them. The reviewer suggests that until we have more information on the actual use of old periodicals, we are perhaps hasty in assuming that we should bind everything. If this weight had not been used, it is possible that the rating of the periodicals might have been different. However, one would need the original data to determine that.

This check-list will be useful to teachers-college librarians as a device for showing what periodicals are taken by our teachers colleges; but for reasons stated above, it should not be used as a buying guide, especially by colleges with small budgets.

RALPH E. ELLSWORTH

GRADUATE LIBRARY SCHOOL
UNIVERSITY OF CHICAGO

Catalogue systématique des publications de l'académie des sciences d'Ukraine, 1918-29. Ukraine, U.S.R.R.: Ukrainian Academy of Sciences, 1931. 1 vol. and Suppls. I-III.

This catalog gives a very comprehensive list not only of the publications of the Ukrainian Academy but also of the various societies affiliated with that institution. Included are also numerous data concerning the publications of members of the Academy which were published elsewhere. The supplements to the main volume bring the work up to the year 1932. The usefulness of the catalog for scholars not familiar with Ukrainian or even Russian is somewhat impaired by the brevity of the appended French and German indexes. The great bulk of the text is in Ukrainian. Nevertheless, this publication is to be welcomed as affording a means of surveying the vastly diversified fields of productivity of the scientists and scholars of the Ukraine.

G. V. BOBRINSKOV

UNIVERSITY OF CHICAGO

The Library's own printing. By FRANK KELLER WALTER. Chicago: American Library Association, 1934. Pp. 116. \$1.50.

This small volume covers a vast field, including discussions on the use of printed matter by the library, the printing and editing of copy, the design of printing, and a description of the technical processes involved in typographic printing and in plate-making for the printing of illustrations. A great deal of useful material hitherto widely scattered is here brought together.

For the most part the treatment of the various subjects is good, although not, as is to be expected in dealing with such diverse material, of equal value throughout. The chapters on the librarian's use of printed matter, on the preparation of copy, and on the substitutes for printing which may be produced on office machines within the library itself, are excellent. Those on the technique of printing are somewhat less satisfactory. The presentation is not so well organized. The use of an outline (rather than a paragraph) form would probably have explained the matter more clearly to the reader.

The least adequate portion of the book is that dealing with design for printing. This is due, no doubt, chiefly to the difficulty of organizing material in this field. The discussion here is theoretical and general, although in this subject a concrete and detailed treatment would be especially helpful to a non-professional designer. Such treatment might well have included a series of illustrations reproducing typical and well-planned specimens of library printing—catalogs, reports, bulletins, stationery, office forms, and bookplates—with a description of the process by which each was planned and with reasons given for the decisions made in arriving at the design. Diagrams of page and margin proportions, which are surely visual matters, rather than verbal ones, would have been far more explanatory. Such material would furnish patterns to inexperienced designers and might be the beginning of a tradition of simple, directly planned library printing. What is needed is some such body of concrete recommendations as that contained in the report of the committee appointed to advise on methods of improving the official printing of the British government. Treatment such as this would require more space than is devoted to it in the volume, but that could be gained by omitting the discussion of color printing and similar material too elaborate and expensive to have much bearing on the production of library printing. The few illustrations which are included in the book are not particularly happy selections. They have little direct relation to library printing and, with one or two exceptions, are not in themselves distinguished as examples of good design.

There are a few minor errors of fact which should be noted. The definition of roman type as "any type style based on the design of Latin capital letters" is true only of the capital letter forms. The small letters are derived from fifteenth-century Italian manuscript hands, which in turn were revivals of the French ninth-century writing known as the Carolingian minuscule. This point is chiefly important because of its influence on the author's ideas of design.

It vitiates his argument that "a sketch of Roman life illustrated by line drawings of classical motif and set in ultra-modern sans serif type violates all conventional rules of harmony." The sans serif type is as near to the lettering of classical times as the more frequently used kinds of roman type. It is just as appropriate in style for printing a pamphlet dealing with classical Rome, although not so legible as roman types with serifs.

In another place the author says, "Sans serif . . . letters were the first forms used by the Romans. . . . It is interesting that the best of recent modernistic sans serif letters . . . draw much of their inspiration from these early letters." This again may be true of the capital letters, although difficult of proof. It is not true of the small letters which are in far more frequent use and from which therefore the character of the type is chiefly to be judged.

Type is *not* "set from right to left," but from left to right with the letters upside down and backward, so that the compositor may read the type as he sets it and may make any necessary corrections.

In line-engraving the print made on the metal plate previous to etching is *not* a negative, but a positive of the image, reversed in respect to right and left, as it would appear if viewed in a mirror. A similar misuse of the terms "negative" and "positive" makes unclear the descriptions of stereotyping and electrotyping.

The design of the volume itself is good, although a little too consciously artistic. The chapter heads and italic running-heads appear somewhat too large and the initial letters too heavy, so that they tend to be distractions in reading. The pages of type specimens are overcrowded, making difficult the examination of any one size and style of type. The design of the book cover with very compressed block letters, both illegible and poor in pattern and form, creates an entirely different impression from that produced by the typography of the book itself. This diversity is a violation of the principle pointed out by the author that the parts of a design should have some elements in common so that they may form an organic whole. The author quotes the results of experiments by Tucker and Patterson on ease in reading. It is regrettable that this book itself does not exemplify the advantages of the recommended type size, length of line, and leading between lines and so furnish a more typical model for the reader to follow in his own design. A simpler and more functional treatment growing out of the structure of the text, with that structure made more evident, and with less superimposed design would have been considerably more useful.

The bibliography lists a number of useful books, including a few, however, which may be questioned on the basis of scholarship, and omitting a few which may be regarded as standard treatises on their subjects. The books on the following list are recommended for inclusion in the bibliography of a new edition.

Printing processes

The Dolphin: a journal of the making of books, No. 1. New York: The Limited Editions Club, 1933. Essays by experts on type design, type-making, printing design, print-

ing ink, paper, bookbinding, and a review of recent printing history in Europe and America. Well illustrated.

GROESBECK, HARRY A. *The Process and practice of photo-engraving*. Garden City, New York: Doubleday, Page & Co., 1924.

HENRY, FRANK S. *Printing for school and shop*. New York: John Wiley & Sons, 1917. A discussion of the entire printing process, excellent on the technical side. Well illustrated.

Type and Illustration

JOHNSON, A. F. *Type designs: their history and development*. London: Grafton, 1934. This book, just published, furnishes probably the best classification of type designs.

Typographical Design

DWIGGINS, W. A. *Layout in advertising*. New York: Harper & Bros., 1928. An excellent treatise by an outstanding designer of printing. Useful in general printing design as well as in advertising.

GREAT BRITAIN, COMMITTEE ON TYPE FACES. *Report of the committee appointed to select the best faces of type and modes of display for government printing*. London: H.M. Stationery Office, 1922. A definite plan for the improvement of official printing, including a group of illustrations showing the current form of government publications with examples of the same material revised in accordance with the Committee's recommendations.

PELICAN PRESS. *Typography*. London: The Pelican Press, 1923. An essay by Frances Meynell of the Nonesuch Press on design for printing.

STERN, PHILIP VAN DOKEN. *An Introduction to typography*. New York: Harper & Bros., 1932. A well-illustrated treatise on what the designer should know about printing.

UPDIKE, D. B. *In the day's work*. Cambridge: Harvard University Press, 1924. Essays on printing design.

ERNST F. DETTERER

JOHN M. WING FOUNDATION
NEWBERRY LIBRARY

A Check list of fifteenth century books in the Newberry Library and in other libraries of Chicago. Compiled by PIERCE BUTLER. Chicago: Newberry Library, 1933. Pp. xxv+364.

Chicago librarians have set an example to their colleagues elsewhere in the way of co-operative efforts to make the most of the community resources. They were active in promoting Union listing of periodicals when this was a new idea, and they have for several years maintained, at the library where such books would most naturally be looked for, a joint catalog of all the earliest printed books which can be consulted in the Chicago area. When Dr. Pierce Butler, to whom its strength in fifteenth-century books was chiefly due, retired from his post at the Newberry Library, the Newberry trustees issued this joint catalog revealing the resources of Chicago in this field. It is a notable monument to his devoted services to that library, a record of a far-sighted program intelligently formulated and courageously carried through. Equally noteworthy is the emphasis placed in the printed work of the Newberry's

appreciation of the contributions from its neighbors, although the Newberry Library possesses more than 1,300 of the 1,794 titles recorded. Quite as significant of the care with which the idea of depending upon the other institutions influenced the gathering of the Newberry books is the fact that there are less than a hundred duplicate copies, although this is a field where books are ordinarily either extremely rare or relatively common, and, inevitably, the latter class dominate most American collections.

The Newberry Library's possession of so large a proportion of Chicago's incunabula is a minor result of the differentiation in the character of the city's principal libraries which was brought about by the trustees under the will of John Crerar, when they were confronted with the task of creating, under the stipulations imposed by his will, another library in a community already well served. The Newberry already possessed a small collection of "Fifteeners," well above the average in quality. These had come to it with an early purchase of the important portion of the collection of Henry Probasco of Cincinnati; by a lucky "flyer" in the way of small bids at the poorly attended auction sale of the library of the French bibliographer, J. A. P. Madden; and by the acquisition of the remarkably choice linguistic collection of Prince Louis-Lucien Bonaparte. To these were added later the early geographies included in Edward E. Ayer's gift of books relating to the American Indians. Then came the sizable bequest of John M. Wing to provide for the establishment of a special department illustrative of the arts of typography and book-making. This became available about the time that post-war Europe was struggling with depreciating currencies. Dr. Butler, who had been placed in charge of the Wing Foundation, convinced the trustees that the future eminence of such a department depended upon a concentration of its resources, and that under the circumstances there was an opportunity to secure more early printed books for the available money, such as could never occur again. During the next ten years, Dr. Butler went abroad five times; the printed list now issued is his "account rendered." He and the library may well feel great satisfaction in the achievement.

In his all-too-brief Introduction, Dr. Butler hints that a future custodian of the Wing Foundation may be envious as he examines the record of the prices paid for some of these books. The prices are, however, the least important of the details of his trips which the purchaser might relate. Dr. Butler owes it to that successor and to many others who will want to know about the antiquarian book trade of the early twentieth century, to put onto paper the whole story of these European adventures. It may be that there are certain matters that cannot properly be made public as yet, but it all ought to be recorded while fresh in mind. It is doubtful whether any other American librarian has enjoyed comparable opportunities for intimate acquaintance with the men who had most to do with providing books for collectors during the past forty years, with the single exception of Dr. Richardson of Princeton. His prowlings through the Continental bookshops ended not

long before Dr. Butler's began; and they started at a time when volumes printed before the year 1500, in Venice mostly, it is true, could be had for a dollar each, which about matches the exchange value of the cataloged prices in marks which enticed Dr. Butler into his overseas exploits. It is a significant chapter in the history of book-collecting, which must not be overlooked as an influential factor in the development of American culture.

GEORGE P. WINSHIP

HARVARD COLLEGE LIBRARY

Elizabethan book-pirates. By CYRIL BATHURST JUDGE. ("Harvard studies in English," Vol. VIII.) Cambridge, Mass.: Harvard University Press, 1934. Pp. x+198. \$2.50.

The present study of Elizabethan book-piracy is concerned only secondarily with infringements of the rights of the author; primarily it deals with the trespasses committed by certain humbler members of the London book trade on the privileges of political favorites within and without the Stationers Company, who held monopolies for the printing of various profitable classes of books. After giving a summary of the printing and publishing conditions in England from 1476 to 1603, Mr. Judge takes up the story of book-piracy in the reign of Elizabeth, centering his discussion about the careers of certain prominent pirates—John Wolfe, Roger Warde, Robert Waldegrave, and Simon Stafford—and about the cases of rather widespread infringement of the privileges of Richard Day to the *A.B.C. with the little catechisme* and of the privilege of Frances Flower to the *Grammar or accidence*.

Mr. Judge gives us a clear and detailed picture of the activities of the Elizabethan book-pirates set in the perspective of the conditions in which they worked, skilfully utilizing sources that are almost always prejudiced. The pirates, on the whole, when set in the background of their time, show up quite well. Despite obvious selfish interests, they were men who, because their very livelihood was threatened by a group of "patentees," revolted against unjust regulations and, by their action, won for the poorer members of the book trade concessions which made their existence tolerable. At the same time, they prepared the way for the freedom of the press. These conclusions, to be sure, are not unanticipated. The value of Mr. Judge's work lies, not in the novelty of his conclusions, but in the mass of new details which he presents us, fitted together in usable form.

The appendixes of the work containing transcripts of Star Chamber documents will be of especial interest to students of sixteenth-century English printing. The style is good but somewhat heavy. The Index is both full and accurate.

EDWIN ELIOTT WILLOUGHBY

COLLEGE OF WILLIAM AND MARY

BOOKS RECEIVED

The following publications have been received at the offices of the Library quarterly:

- Administration and supervision.* By FRED ENGLEHARDT, WILLIAM H. ZEIGEL, JR., and ROY O. BILLETT. ("National survey of secondary education," Monograph No. 11.) Washington, D.C.: Office of Education of the U. S. Department of the Interior, 1933. Pp. 207. \$0.15.
- America must choose: the advantages and disadvantages of world trade and of a planned middle course.* By HENRY A. WALLACE. ("World affairs pamphlets," No. 3.) New York: Foreign Policy Association; Boston: World Peace Foundation, 1934. Pp. 33. \$0.50.
- Die Aufgaben der Bibliotheken im nationalsozialistischen Deutschland.* By F. PRINZHORN. ("Bildung und Nation," No. 41-42.) Leipzig: Max Zedler, 1934. Pp. 25+[3]. 10 Pfennig.
- A Bibliography of Philosophy for 1933.* Compiled by CAROL S. SCHNEIDER. (*Journal of philosophy*, Vol. XXXI, Nos. 17 and 18.) New York: Journal of Philosophy, 1934. Pp. 52. \$1.00.
- Boletín de bibliotecas y bibliografía.* Tomo I, Número 1. By ASOCIACIÓN DE BIBLIOTECARIOS Y BIBLIÓGRAFOS DE ESPAÑA. Madrid: Imprenta Gráfica Universal, 1934. Pp. 128. Annual subscription, 15 pesetas.
- Botanische Prachtwerke. Die Blütezeit der Pflanzenillustration von 1740 bis 1840.* By CLAUS NISSEN. Vienna: Herbert Reichner, 1934. Pp. 48. Rm. 3.50.
- Classified catalogue of books in the library: class B, natural science.* London: London School of Hygiene and Tropical Medicine, 1934. Pp. 34. (Mimeographed.) Copy sent gratis to interested persons.
- Critical problems in school administration. Twelfth yearbook.* Washington, D.C.: National Education Association, 1934. Pp. 383. \$2.00.
- Doctoral dissertations accepted by American universities 1933-34.* No. 1. Compiled for the National Research Council and the American Council of Learned Societies; edited by DONALD B. GILCHRIST. New York: H. W. Wilson Co., 1934. Pp. xiv+98.
- Experiments and studies in modern language teaching.* Edited by ALGERNON COLEMAN. Chicago: University of Chicago Press, 1934. Pp. xi+367. \$2.75.
- Famous literary prizes.* By CHARLOTTE E. MURRAY. Jamaica, New York: Queens Borough Public Library, 1934. Pp. 31. Free to libraries upon request.

- Die Frauenfrage in Deutschland 1790-1930.* By HANS SVEISTRUP and AGNES v. ZAHN-HARNACK. Burg bei Magdeburg: Verlag August Hopfer, 1934. Pp. xv+800. Rm. 21.50 *kartonierte*; 23.50 *gebunden*.
- History of school libraries in the South.* By MARGARET I. RUFVOLD. (Reprinted from the *Peabody journal of education*, Vol. XII.) Nashville, Tenn.: Peabody Library School, 1934. Pp. 8. \$0.10.
- International bibliography of historical sciences. Seventh year, 1932.* Edited by the INTERNATIONAL COMMITTEE OF HISTORICAL SCIENCES. New York: H. W. Wilson Co., 1934. Pp. cxv+525.
- A Joint catalogue of the periodicals and serials in the libraries of the city of Toronto.* By GEORGE H. LOCKE and W. STEWART WALLACE. Toronto: King's Printer, 1934. Pp. [4]+263+[1].
- The Junior book of authors.* Compiled by STANLEY J. KUNITZ and HOWARD HAYCRAFT. New York: H. W. Wilson Co., 1934. Pp. xv+400+[30]. \$4.00.
- Library handbook of the Wesleyan University Olim Memorial Library.* 2d. ed. Compiled by FREMONT RIDER. Middletown, Conn.: Privately printed, 1934. Pp. 92+[4].
- The Library of Harvard university: descriptive and historical notes.* 4th ed. Cambridge: Harvard University Press, 1934. Pp. 186. \$1.00.
- Leisure: a suburban study.* By GEORGE A. LUNDBERG, MIRRA KOMAROVSKY, and MARY ALICE MCINERNEY. New York: Columbia University Press, 1934. Pp. xiv+[2]+396. \$3.00.
- Mein Weg als Sammler.* By P. LEEMANN-VAN ELCK. Bern: Verlag Paul Haupt, 1932. Pp. 108. Fr. 2.80.
- Municipal administration.* By WILLIAM BENNETT MUNRO. New York: Macmillan, 1934. Pp. 699. \$3.75.
- The National recovery program.* Rev. ed. By JAMES D. MAGEE, WILLARD E. ATKINS, and EMANUEL STEIN. New York: F. S. Crofts & Co., 1934. Pp. 81. \$0.75.
- New federal organizations: an outline of their structure and functions.* By LAURENCE F. SCHMECKEBIER. Washington: Brookings Institute. 1934. Pp. ix+199+[11]. \$1.50.
- Non-professional library instruction in teachers colleges.* By MABEL HARRIS. (Reprinted from *Peabody journal of education*, Vol. XII, No. 2.) Nashville, Tenn.: Peabody Library School, 1934. Pp. 12. \$0.15.
- The Open door: a library reference work book.* By EDWINA KENNEY HEGLAND and SHERIDAN HEGLAND. Stanford, Cal.: Stanford University Press, 1934. Pp. 36. \$0.35.
- Origins of the American college library, 1638-1800.* By LOUIS SHORES. Nashville, Tenn.: George Peabody College, 1934. Pp. xi+290.
- A Reader's advisory service.* By JENNIE M. FLEXNER and SIGRID A. EDGE. New York: American Association for Adult Education, 1934. Pp. iv+[iii]+59. \$0.50.

- A Reader's guide to the British Library of Political and Economic Science*. London: London School of Economics and Political Science, 1934. Pp. 97+[7]. 6d.
- Report of conference on supervised correspondence study held at Teachers College, Columbia University, August 8, 9, 10, 1934*. Scranton, Pa.; International Textbook Co., 1934. Pp. 66. \$0.25.
- Sächsische Landesbibliothek zu Dresden. Erwerbungen 1933/34. Auswahl, mit Verfasser- und Schlagwortregister am Schluss*. Dresden, 1934. Pp. [4]+148.
- The Secondary school population*. By GRAYSON N. KEFAUVER, VICTOR H. NOLL, and C. ELWOOD DRAKE. ("National survey of secondary education," Monograph No. 4.) Washington, D.C.: Office of Education of the U. S. Department of the Interior, 1933. Pp. 58. \$0.10.
- Singers in the dawn*. Compiled by ROBERT B. ELEAZER. Atlanta, Ga.: Conference on Education and Race Relations, 1934. Pp. 23+[1]. \$0.10.
- The Sinister shepherd: a translation of Girolamo Fracastoro's Syphilidis sive de morbo gallico libri tres*. By WILLIAM VAN WYCK. Los Angeles: Primavera Press, 1934. Pp. xxii+[1]+85. \$4.50.
- The Spirit of modern France*. By HELEN HILL. ("World affairs pamphlets," No. 5.) New York: Foreign Policy Association; Boston: World Peace Foundation, 1934. Pp. 26. \$0.50.
- Summary*. By LEONARD V. KOOS and STAFF. ("National survey of secondary education," Monograph No. 1.) Washington, D. C.: Office of Education of the U. S. Department of the Interior, 1934. Pp. 232. \$0.25.
- Survey of libraries in Canada*. Compiled by the DOMINION BUREAU OF STATISTICS, EDUCATION BRANCH. Ottawa, 1934. Pp. 60.
- Theory and history of bibliography by Georg Schneider*. Translated by RALPH ROBERT SHAW. New York: Columbia University Press, 1934. Pp. xiv+306. \$3.75.
- Topical index of population census reports, 1900-1930*. By LEON E. TRUESDELL and OLIVE M. RIDDLEBERGER. Washington D.C.: U. S. Bureau of the Census, 1934. Pp. 76.



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